

STAAR EOC Tutorials for Texas are designed specifically for the Texas Essential Knowledge and Skills (TEKS) to prepare students for the State of Texas Assessment of Academic Readiness (STAAR)® end-of-course assessments. EOC Categories are at the heart of STAAR EOC Tutorial structure – bringing category-based learning to the student experience, and category-based performance and progress tracking to the teacher experience.

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English Tutorials offer targeted instruction, practice and review designed to build students' communication and reading comprehension skills. They automatically identify and address learning gaps down to elementary-level content, using adaptive remediation to bring students to grade-level no matter where they start. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. Reading comprehension modules strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing modules combine free response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, persuasive, and explanatory styles. To develop skills specific to public discourse, speaking and listening modules guide students as they evaluate clips and readings from speeches and discussions. In language modules, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

Test-Taking Strategies for EOC Tutorials allow students to practice and apply learning approaches that will hone their test-taking skills and focus them for success on the day of their EOC test.

1. ELEMENTS OF LITERATURE 1

- **POINT OF VIEW**

- **2.9.E** identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.

- **THEME**

- **2.7.A** infer multiple themes within and across texts using text evidence.

2. ELEMENTS OF LITERATURE 2

- **PLOT**

- **2.6.D** paraphrase and summarize texts in ways that maintain meaning and logical order.
- **3.6.D** paraphrase and summarize texts in ways that maintain meaning and logical order.
- **2.7.A** infer multiple themes within and across texts using text evidence.
- **2.7.C** analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.

3. GENRES AND TECHNIQUES 1

- **POETRY**

- **2.9.D** describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.

- **LITERARY GENRES**

- **2.8.A** demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths.

4. GENRES AND TECHNIQUES 2

- **FIGURATIVE LANGUAGE**

- **2.9.D** describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.

- **NARRATIVE TECHNIQUES**

- **2.8.A** demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths.

5. READING STRATEGIES 1

- **MAIN IDEA AND SUMMARY**

- **2.6.D** paraphrase and summarize texts in ways that maintain meaning and logical order.
- **3.6.D** paraphrase and summarize texts in ways that maintain meaning and logical order.

- **MAKING INFERENCES**

- **3.5.F** make inferences and use evidence to support understanding.
- **2.5.F** make inferences and use evidence to support understanding.
- **2.6.C** use text evidence to support an appropriate response.
- **3.6.C** use text evidence to support an appropriate response.

- **SYNTHESIZING INFORMATION**

- **2.7.A** infer multiple themes within and across texts using text evidence.
- **3.5.H** synthesize information to create new understanding.

6. READING STRATEGIES 2

- **INDEPENDENT READING**

- **1.5.E** make connections to personal experiences, ideas in other texts, and society.
- **3.5.E** make connections to personal experiences, ideas in other texts, and society.

7. ANALYZING LITERATURE 1

- **COMPARING NARRATIVES**

- **1.9.A** explain the author's purpose and message within a text.
- **3.9.A** explain the author's purpose and message within a text.
- **2.9.A** explain the author's purpose and message within a text.
- **2.8.A** demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths.

- **HISTORICAL CONTEXT AND AUTHOR'S PURPOSE**

- **1.9.A** explain the author's purpose and message within a text.
- **3.9.A** explain the author's purpose and message within a text.
- **2.9.A** explain the author's purpose and message within a text.

8. ANALYZING LITERATURE 2

- **LITERARY CONTEXT**

- **1.7.D** analyze how the setting, including historical and cultural settings, influences character and plot development.
- **2.7.A** infer multiple themes within and across texts using text evidence.

- **SHORT NARRATIVES**

- **1.7.D** analyze how the setting, including historical and cultural settings, influences character and plot development.
- **2.7.C** analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.

9. ANALYZING INFORMATIONAL TEXTS 1

- **EXPOSITORY ESSAYS**

- **3.8.D.i** the controlling idea or thesis with supporting evidence.
- **2.6.C** use text evidence to support an appropriate response.
- **3.6.C** use text evidence to support an appropriate response.

- **SUPPORTING AN ARGUMENT**

- **2.6.C** use text evidence to support an appropriate response.
- **3.6.C** use text evidence to support an appropriate response.

10. ANALYZING INFORMATIONAL TEXTS 2

- **PLANNING AND ORGANIZING AN ESSAY**

- **3.8.D.iii** organizational patterns such as definition, classification, advantage, and disadvantage.

- **INTRODUCTIONS**

- **3.8.D.i** the controlling idea or thesis with supporting evidence.

11. ANALYZING INFORMATIONAL TEXTS 3

- **TEXT STRUCTURES**

- **3.8.D.iii** organizational patterns such as definition, classification, advantage, and disadvantage.

- **USING GRAPHICS**

- **3.9.C** analyze the author's use of print and graphic features to achieve specific purposes.

- **TECHNICAL DOCUMENTS**

- **3.9.C** analyze the author's use of print and graphic features to achieve specific purposes.

12. WORD MEANINGS 1

- **USING CONTEXTUAL CLUES**

- **1.2.B** use context such as definition, analogy, and examples to clarify the meaning of words.

- **WORD RELATIONSHIPS**

- **1.2.B** use context such as definition, analogy, and examples to clarify the meaning of words.

13. WORD MEANINGS 2

- **WORD ROOTS**

- **1.2.C** determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as *mis/mit*, *bene*, *man*, *vac*, *scrib/script*, and *jur/jus*.

- **USING REFERENCE MATERIALS**

- **1.2.B** use context such as definition, analogy, and examples to clarify the meaning of words.
- **1.2.A** use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.

14. TEST-TAKING STRATEGIES

- **STUDY HABITS**

- **BEING PREPARED AND GETTING STARTED**

- **WORDING IN TEST QUESTIONS**

- **WORDING IN ANSWER CHOICES**

- **QUESTIONS WITH PASSAGES AND VISUAL DATA**

- **ESSAY AND SHORT ANSWER QUESTIONS**

- **WORD PROBLEMS**