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

- **PLOT**
  - **7.5.F** *make inferences and use evidence to support understanding;*
  - **7.7.B** *analyze how characters' qualities influence events and resolution of the conflict;*
  - **7.7.C** *analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and*

- **POINT OF VIEW**
  - **7.6.C** *use text evidence to support an appropriate response;*
  - **7.9.E** *identify the use of literary devices, including subjective and objective point of view;*

- **THEME**
  - **7.5.F** *make inferences and use evidence to support understanding;*
  - **7.5.G** *evaluate details read to determine key ideas;*
  - **7.6.C** *use text evidence to support an appropriate response;*
  - **7.7.A** *infer multiple themes within and across texts using text evidence;*
  - **7.9.A** *explain the author's purpose and message within a text;*

- **SETTING**
  - **7.7.D** *analyze how the setting influences character and plot development.*

2. AUTHOR'S PURPOSE, LITERARY DEVICES, AND TECHNIQUES

- **AUTHOR'S PURPOSE**
  - **7.5.F** *make inferences and use evidence to support understanding;*
  - **7.5.G** *evaluate details read to determine key ideas;*

- **POETIC DEVICES**
  - **7.8.B** *analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;*

- **NARRATIVE TECHNIQUES**
  - **7.9.F** *analyze how the author's use of language contributes to mood, voice, and tone; and*
  - **7.8.C** *analyze how playwrights develop characters through dialogue and staging;*

3. GENRES

- **LITERARY GENRES**
  - **7.6.B** *write responses that demonstrate understanding of texts, including comparing sources within and across genres;*
  - **7.8.A** *demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;*

- **COMPARING FICTION AND NONFICTION**
  - **7.6.B** *write responses that demonstrate understanding of texts, including comparing sources within and across genres;*
  - **7.9.B** *analyze how the use of text structure contributes to the author's purpose;*
  - **7.9.F** *analyze how the author's use of language contributes to mood, voice, and tone; and*

4. READING STRATEGIES 1

- **MAKING INFERENCES**
  - **7.5.F** *make inferences and use evidence to support understanding;*
  - **7.5.G** *evaluate details read to determine key ideas;*
  - **7.6.G** *discuss and write about the explicit or implicit meanings of text;*

- **SUMMARIZING INFORMATION**
  - **7.6.B** *write responses that demonstrate understanding of texts, including comparing sources within and across genres;*
  - **7.6.D** *paraphrase and summarize texts in ways that maintain meaning and logical order;*

- **SYNTHESIZING INFORMATION**
  - **7.5.F** *make inferences and use evidence to support understanding;*
  - **7.5.G** *evaluate details read to determine key ideas;*
  - **7.5.H** *synthesize information to create new understanding; and*
  - **7.6.C** *use text evidence to support an appropriate response;*
  - **7.6.G** *discuss and write about the explicit or implicit meanings of text;*
  - **7.8.D.i** *the controlling idea or thesis with supporting evidence;*

5. READING STRATEGIES 2

- **INDEPENDENT READING**
  - **7.5.C** *make and correct or confirm predictions using text features, characteristics of genre, and structures;*

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

6. ANALYZING ARGUMENTATIVE TEXTS

- **ANALYZING AN ARGUMENT**
  - **7.8.E.ii** *explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and*
  - **7.9.C** *analyze the author's use of print and graphic features to achieve specific purposes;*
  - **7.9.G** *explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.*

- **USING EVIDENCE**
  - **7.5.F** *make inferences and use evidence to support understanding;*
  - **7.5.G** *evaluate details read to determine key ideas;*
  - **7.8.E.i** *identifying the claim;*
  - **7.8.E.ii** *explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and*

7. ANALYZING INFORMATIONAL TEXTS

- **ORGANIZATIONAL PATTERNS**
  - **7.6.C** *use text evidence to support an appropriate response;*
  - **7.6.D** *paraphrase and summarize texts in ways that maintain meaning and logical order;*
  - **7.8.D.iii** *organizational patterns that support multiple topics, categories, and subcategories;*
  - **7.9.C** *analyze the author's use of print and graphic features to achieve specific purposes;*

- **USING GRAPHICS**
  - **7.9.C** *analyze the author's use of print and graphic features to achieve specific purposes;*

- **INTERPRETING MEDIA MESSAGES**
  - **7.5.F** *make inferences and use evidence to support understanding;*
  - **7.8.E.iii** *identifying the intended audience or reader; and*

8. WRITING 1

- **EXPOSITORY ESSAYS**
  - **7.5.F** *make inferences and use evidence to support understanding;*
  - **7.5.G** *evaluate details read to determine key ideas;*
  - **7.5.H** *synthesize information to create new understanding; and*
  - **7.8.D.i** *the controlling idea or thesis with supporting evidence;*
  - **7.8.D.iii** *organizational patterns that support multiple topics, categories, and subcategories;*
  - **7.10.B.i** *organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and*
  - **7.10.B.ii** *developing an engaging idea reflecting depth of thought with specific facts, details, and examples;*
  - **7.11.B** *compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;*

- **ARGUMENTATIVE ESSAYS**
  - **7.8.D.i** *the controlling idea or thesis with supporting evidence;*
  - **7.10.B.i** *organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and*
  - **7.10.B.ii** *developing an engaging idea reflecting depth of thought with specific facts, details, and examples;*

- **7.11.C** *compose multi-paragraph argumentative texts using genre characteristics and craft; and*

- **PERSONAL NARRATIVES**
  - **7.9.A** *explain the author's purpose and message within a text;*
  - **7.10.B.i** *organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and*
  - **7.10.B.ii** *developing an engaging idea reflecting depth of thought with specific facts, details, and examples;*

- **TECHNICAL DOCUMENTS**
  - **7.8.D.ii** *features such as references or acknowledgements; and*
  - **7.8.D.iii** *organizational patterns that support multiple topics, categories, and subcategories;*
  - **7.11.D** *compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.*

9. WRITING 2

- **INTRODUCTIONS**
  - **7.8.D.i** *the controlling idea or thesis with supporting evidence;*
  - **7.8.D.iii** *organizational patterns that support multiple topics, categories, and subcategories;*
  - **7.10.B.i** *organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and*

- **CONCLUSIONS**
  - **7.8.D.i** *the controlling idea or thesis with supporting evidence;*
  - **7.9.C** *analyze the author's use of print and graphic features to achieve specific purposes;*
  - **7.10.B.i** *organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and*

- **FIGURATIVE LANGUAGE**
  - **7.6.G** *discuss and write about the explicit or implicit meanings of text;*
  - **7.9.D** *describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;*
  - **7.9.F** *analyze how the author's use of language contributes to mood, voice, and tone; and*

10. WRITING SKILLS

- **PLANNING AND ORGANIZING AN ESSAY**
  - **7.10.B.i** *organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and*
  - **7.10.B.ii** *developing an engaging idea reflecting depth of thought with specific facts, details, and examples;*

- **REVISING AND EDITING AN ESSAY**
  - **7.6.G** *discuss and write about the explicit or implicit meanings of text;*
  - **7.10.C** *revise drafts for clarity, development, organization, style, word choice, and sentence variety;*
  - **7.10.D.vii** *correct capitalization;*
  - **7.10.D.ix** *correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and*

- **EXPOSITORY PARAGRAPHS**
  - **7.10.B.ii** *developing an engaging idea reflecting depth of thought with specific facts, details, and examples;*

- **TRANSITIONS**
  - **7.10.B.i** *organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and*

11. USAGE 1

- **SENTENCE TYPES**
  - **7.10.C** *revise drafts for clarity, development, organization, style, word choice, and sentence variety;*
  - **7.10.D.i** *complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;*
  - **7.10.D.iv** *prepositions and prepositional phrases and their influence on subject-verb agreement;*
  - **7.10.D.vi** *subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;*

- **PHRASES**
  - **7.10.D.i** *complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;*
  - **7.10.D.iv** *prepositions and prepositional phrases and their influence on subject-verb agreement;*

- **COLONS AND SEMICOLONS**
  - **7.10.D.vi** *subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;*
  - **7.10.D.viii** *punctuation, including commas to set off words, phrases, and clauses, and semicolons; and*
  - **7.10.D.ix** *correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and*
  - **7.10.D.vii** *correct capitalization;*

- **COMMAS**
  - **7.10.D.viii** *punctuation, including commas to set off words, phrases, and clauses, and semicolons; and*

12. USAGE 2

- **CONJUNCTIONS**
  - **7.10.D.i** *complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;*
  - **7.10.D.iii** *conjunctive adverbs;*
  - **7.10.D.vi** *subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;*
  - **7.10.D.viii** *punctuation, including commas to set off words, phrases, and clauses, and semicolons; and*

- **VERBS**
  - **7.10.D.ii** *consistent, appropriate use of verb tenses;*

- **PRONOUNS**
  - **7.10.D.v** *pronoun-antecedent agreement;*

13. WORD MEANINGS 1

- **COMMONLY CONFUSED WORDS**
  - **7.10.D.vi** *subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;*
  - **7.10.D.ix** *correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and*

14. WORD MEANINGS 2

- **USING CONTEXTUAL CLUES**
  - **7.2.A** *use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;*

- **WORD RELATIONSHIPS**
  - **7.2.B** *use context such as contrast or cause and effect to clarify the meaning of words; and*

- **USING REFERENCE MATERIALS**
  - **7.2.A** *use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;*

- **WORD ROOTS**
  - **7.2.C** *determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.*

15. 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**