

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.

State of Texas Assessment of Academic Readiness® and STAAR® are registered trademarks of the Texas Education Agency.

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 and analyze the use of literary devices, including multiple points of view and irony.*
- **PLOT**
 - **2.7.C** *analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.*
 - **2.7.B** *analyze how characters' motivations and behaviors influence events and resolution of the conflict.*

2. ELEMENTS OF LITERATURE 2

- **THEMES ACROSS CULTURES**
 - **1.7.A** *analyze how themes are developed through the interaction of characters and events.*

3. GENRES AND LANGUAGE USAGE

- **POETRY**
 - **2.8.B** *analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry.*

- **FIGURATIVE LANGUAGE**

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

- **WORD CHOICE**

- **2.9.E** identify and analyze the use of literary devices, including multiple points of view and irony.
- **2.9.D** describe how the author's use of figurative language such as extended metaphor achieves specific purposes.

4. READING STRATEGIES 1

- **CENTRAL IDEA AND SUMMARY**

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

- **2.5.F** make inferences and use evidence to support understanding.
- **3.5.F** make inferences and use evidence to support understanding.

- **AUTHOR'S PURPOSE**

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

5. 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.

6. NARRATIVE WRITING

- **NARRATIVE TECHNIQUES**

- **2.7.D** explain how the setting influences the values and beliefs of characters.
- **2.7.B** analyze how characters' motivations and behaviors influence events and resolution of the conflict.

- **SHORT NARRATIVES**

- **2.7.B** analyze how characters' motivations and behaviors influence events and resolution of the conflict.

7. USING TEXT ORGANIZATION AND EVIDENCE

- **ORGANIZATIONAL PATTERNS**

- **2.9.C** analyze the author's use of print and graphic features to achieve specific purposes.
- **2.9.A** explain the author's purpose and message within a text.
- **3.8.D.iii** multiple organizational patterns within a text to develop the thesis.
- **3.9.A** explain the author's purpose and message within a text.

- **DEVELOPING EXPOSITORY ESSAYS**

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

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

8. ANALYZING ARGUMENTATIVE TEXTS

- **ANALYZING AN ARGUMENT**
 - **2.6.C** use text evidence to support an appropriate response.
 - **3.6.C** use text evidence to support an appropriate response.
- **ANALYZING CONFLICTING EVIDENCE**
 - **2.6.C** use text evidence to support an appropriate response.
 - **3.6.C** use text evidence to support an appropriate response.

9. ANALYZING INFORMATIONAL TEXTS

- **SYNTHESIZING INFORMATION**
 - **3.8.D.i** the controlling idea or thesis with supporting evidence.
 - **3.5.H** synthesize information to create new understanding.
- **TEXT STRUCTURES**
 - **3.8.D.i** the controlling idea or thesis with supporting evidence.
 - **3.9.C** analyze the author's use of print and graphic features to achieve specific purposes.
- **PLANNING AND ORGANIZING**
 - **3.9.C** analyze the author's use of print and graphic features to achieve specific purposes.

10. NONTRADITIONAL TEXTS

- **EVALUATING GRAPHICS**
 - **2.9.C** analyze the author's use of print and graphic features to achieve specific purposes.
- **EVALUATING THE MEDIA**
 - **2.9.C** analyze the author's use of print and graphic features to achieve specific purposes.
- **TECHNICAL DOCUMENTS**
 - **2.9.C** analyze the author's use of print and graphic features to achieve specific purposes.

11. USAGE 1

- **CONTEXT CLUES**
 - **1.2.B** use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.
- **WORD RELATIONSHIPS**
 - **1.2.B** use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.

12. USAGE 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 *ast*, *qui*, *path*, *mand/mend*, and *duc*.

- **USING REFERENCE MATERIALS**

- **1.2.A** use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
- **1.2.C** determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as *ast*, *qui*, *path*, *mand/mend*, and *duc*.

13. 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**