

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. DEVELOPING AN ESSAY 1

### ● PLANNING AND ORGANIZING AN ESSAY

- **1.14.B** *develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;*
- **1.14.C** *revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;*
- **2.14.C** *revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed.*

### ● INTRODUCTIONS

- **1.17.A.i** *presents effective introductions and concluding paragraphs;*
- **2.17.A.i** *presents effective introductions and concluding paragraphs;*
- **1.17.A.ii** *contains a clearly stated purpose or controlling idea;*
- **2.17.A.ii** *contains a clearly stated purpose or controlling idea;*

### ● CONCLUSIONS

- **1.17.A.i** *presents effective introductions and concluding paragraphs;*
- **2.17.A.i** *presents effective introductions and concluding paragraphs;*

## 2. DEVELOPING AN ESSAY 2

### ● ORGANIZATIONAL PATTERNS

- **1.14.B** develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;

## 3. REVISION CONSIDERATIONS

### ● REVISING AND EDITING AN ESSAY

- **1.14.C** revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;
- **2.14.C** revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed.
- **1.14.D** edit drafts for grammar, mechanics, and spelling.
- **3.14.D** edit drafts for grammar, mechanics, and spelling.

### ● SENTENCE TYPES

- **1.14.C** revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;
- **2.14.C** revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed.
- **1.17.A.v** uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.
- **2.17.A.v** uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.
- **3.19.B** write complex sentences and differentiate between main versus subordinate clauses;
- **3.19.C** use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.
- **1.14.D** edit drafts for grammar, mechanics, and spelling.
- **3.14.D** edit drafts for grammar, mechanics, and spelling.

### ● TRANSITIONS

- **1.14.C** revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;
- **1.17.A.v** uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.
- **2.14.C** revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed.
- **2.17.A.v** uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.
- **3.19.A.viii** transitions for sentence to sentence or paragraph to paragraph coherence;

## 4. EXPOSITORY WRITING

### ● EXPOSITORY PARAGRAPHS

- **1.17.A.ii** contains a clearly stated purpose or controlling idea;
- **2.17.A.ii** contains a clearly stated purpose or controlling idea;
- **1.17.A.iv** accurately synthesizes ideas from several sources; and
- **2.17.A.iv** accurately synthesizes ideas from several sources;

### ● EXPOSITORY ESSAYS

- **1.17.A.i** presents effective introductions and concluding paragraphs;
- **1.17.A.ii** contains a clearly stated purpose or controlling idea;
- **2.17.A.i** presents effective introductions and concluding paragraphs;
- **2.17.A.ii** contains a clearly stated purpose or controlling idea;
- **1.17.A.iii** is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;
- **2.17.A.iii** is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;

- **RHETORICAL DEVICES AND FALLACIES**

- **1.17.A.v** uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.
- **2.17.A.v** uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.

## 5. ARGUMENTATIVE WRITING

- **USING EVIDENCE**

- **2.18.C** includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.

- **ARGUMENTATIVE PARAGRAPHS**

- **2.18.C** includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.

- **ARGUMENTATIVE ESSAYS**

- **2.18.C** includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.
- **2.18.A** establishes a clear thesis or position;

## 6. USAGE 1

- **PRONOUNS**

- **3.19.A.vi** relative pronouns (e.g., whose, that, which);

- **VERB TENSE AND VOICE**

- **3.19.A.i** verbs (perfect and progressive tenses) and participles;
- **3.19.C** use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

- **USING REFERENCE MATERIALS**

- **3.21.A** spell correctly, including using various resources to determine and check correct spellings.

## 7. USAGE 2

- **CONJUNCTIONS**

- **3.19.A.iv** conjunctive adverbs (e.g., consequently, furthermore, indeed);
- **3.19.A.vii** subordinating conjunctions (e.g., because, since);

- **PHRASES**

- **3.19.A.ii** appositive phrases;
- **3.19.A.iii** adverbial and adjectival phrases and clauses;
- **3.19.A.v** prepositions and prepositional phrases and their influence on subject-verb agreement;

## 8. PUNCTUATION

- **COMMAS**
  - **3.20.B.i** *commas after introductory words, phrases, and clauses;*
- **COLONS AND SEMICOLONS**
  - **3.20.B.ii** *semicolons, colons, and hyphens.*

## 9. SPELLING

- **COMMONLY CONFUSED WORDS**
  - **1.14.D** *edit drafts for grammar, mechanics, and spelling.*
  - **3.14.D** *edit drafts for grammar, mechanics, and spelling.*
  - **3.21.A** *spell correctly, including using various resources to determine and check correct spellings.*

## 10. 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**