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

- **CHARACTERIZATION**
    - **2.5.B** *analyze the internal and external development of characters through a range of literary devices;*

- **POINT OF VIEW**
    - **2.5.A** *evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;*
    - **2.5.C** *analyze the impact of narration when the narrator's point of view shifts from one character to another.*

- **POINT OF VIEW II**
    - **2.5.A** *evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;*
    - **2.5.C** *analyze the impact of narration when the narrator's point of view shifts from one character to another.*

2. ELEMENTS OF LITERATURE 2

- **FIGURATIVE LANGUAGE**
    - **2.5.A** *evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;*

- **4.13.C** *revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;*
- **5.13.C** *revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.*

- **IRONY**
  - **2.3.A** *analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.*
  - **4.13.C** *revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;*
  - **5.13.C** *revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.*

3. ELEMENTS OF LITERATURE 3

- **ALLUSION**
  - **2.7.A** *analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.*

- **POETIC STYLES**
  - **2.3.A** *analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.*

4. ELEMENTS OF LITERATURE 4

- **RHYTHM AND METER**
  - **2.3.A** *analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.*

- **RHYME SCHEME**
  - **2.3.A** *analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.*

5. READING STRATEGIES 1

- **DETERMINING AUTHOR'S PURPOSE**
  - **3.8.A** *analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.*
  - **3.10.A** *evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts.*

- **ANALYZING AUTHOR'S STYLE**
  - **3.8.A** *analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.*

6. READING STRATEGIES 2

- **DRAWING CONCLUSIONS**
  - **3.9.C** *make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.*

- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - **3.9.A** *summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;*

7. GENRES

- **THEMES IN FICTION**
  - **2.2.A** *analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;*

- **AMERICAN DRAMA**
  - **2.4.A** *analyze the themes and characteristics in different periods of modern American drama.*

- **TRANSFORMING LITERATURE**
  - **2.2.B** *relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films;*

8. STRATEGY 1

- **MAKING INFERENCES**
  - **3.9.B** *distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;*
  - **1.Figure 19.B** *make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.*
  - **2.Figure 19.B** *make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.*
  - **3.Figure 19.B** *make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.*
  - **3.9.C** *make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.*

- **INDUCTIVE AND DEDUCTIVE REASONING**
  - **3.9.B** *distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;*
  - **1.Figure 19.B** *make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.*
  - **2.Figure 19.B** *make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.*
  - **3.Figure 19.B** *make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.*

- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - **3.11.B** *translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.*
  - **2.12.A** *evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;*
  - **3.12.A** *evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;*
  - **1.9.D** *synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.*

9. STRATEGY 2

- **RHETORICAL TECHNIQUES**
  - **4.13.C** *revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole,*

understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;

- **5.13.C** *revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.*
- **4.15.C.iii** *analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;*
- **5.16.F** *language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).*
- **2.6.A** *analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.*
- **4.13.B** *structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;*
- **4.15.A.ii** *rhetorical devices, and transitions between paragraphs;*
- **5.15.A.ii** *rhetorical devices, and transitions between paragraphs;*

- **HYPERBOLE AND UNDERSTATEMENT**

  - **4.13.C** *revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;*
  - **5.13.C** *revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.*
  - **2.6.A** *analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.*

- **ANALYZING PRIMARY SOURCE DOCUMENTS**

  - **2.2.C** *relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.*
  - **4.15.A.vi** *information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;*
  - **5.15.A.vi** *information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources.*
  - **5.16.E** *demonstrated consideration of the validity and reliability of all primary and secondary sources used;*

10. STRATEGY 3

- **EVALUATING EVIDENCE**

  - **4.15.A.v** *relevant and substantial evidence and well-chosen details;*
  - **5.15.A.v** *relevant and substantial evidence and well-chosen details;*
  - **5.16.A** *a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;*

11. STRATEGY 4

- **OXYMORON AND PARADOX**

  - **2.5.B** *analyze the internal and external development of characters through a range of literary devices;*

12. TEXT CONNECTIONS

- **PRINT AND NONPRINT TEXTS**

  - **2.12.A** *evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;*
  - **3.12.A** *evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;*

- **EVALUATING THE MEDIA**
  - **2.12.A** *evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;*
  - **3.12.A** *evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;*
  - **2.12.D** *evaluate changes in formality and tone across various media for different audiences and purposes.*
  - **3.12.D** *evaluate changes in formality and tone across various media for different audiences and purposes.*

13. TEXT ORGANIZATION

- **CHRONOLOGY AND SEQUENCING**
  - **3.9.C** *make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.*
  - **3.11.A** *evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts);*

- **VISUAL AIDS II**
  - **3.11.B** *translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.*

- **TECHNICAL DOCUMENTS**
  - **3.11.A** *evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts);*

14. SENTENCE STRUCTURE 1

- **SENTENCE STRUCTURE**
  - **6.17.B** *use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).*

15. SENTENCE STRUCTURE 2

- **FRAGMENTS AND RUN-ONS**
  - **4.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.13.D** *edit drafts for grammar, mechanics, and spelling.*

- **PARALLELISM AND VERB TENSE**
  - **4.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.13.D** *edit drafts for grammar, mechanics, and spelling.*

- **ACTIVE AND PASSIVE VOICE**
  - **4.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.13.D** *edit drafts for grammar, mechanics, and spelling.*

16. PHRASES

- **PREPOSITIONAL AND INFINITIVE PHRASES**
  - **6.17.A** *use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases);*
  - **4.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.13.D** *edit drafts for grammar, mechanics, and spelling.*

- **GERUND AND PARTICIPIAL PHRASES**
  - **6.17.A** *use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases);*
  - **4.13.D** *edit drafts for grammar, mechanics, and spelling.*

- **6.13.D** *edit drafts for grammar, mechanics, and spelling.*

- **APPOSITIVE AND ABSOLUTE PHRASES**
  - **6.17.A** *use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases);*
  - **4.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.13.D** *edit drafts for grammar, mechanics, and spelling.*

17. CLAUSES

- **CLAUSES**
  - **4.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.17.A** *use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases);*

- **RESTRICTIVE, NONRESTRICTIVE, AND ELLIPTICAL CLAUSES**
  - **4.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.17.A** *use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases);*

18. PARTS OF SPEECH AND SPELLING

- **RECIPROCAL AND REFLEXIVE PRONOUNS**
  - **4.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.13.D** *edit drafts for grammar, mechanics, and spelling.*

- **NOUNS AND CAPITALIZATION**
  - **4.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.18.A** *correctly and consistently use conventions of punctuation and capitalization.*

- **SPELLING RULES**
  - **4.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.19.A** *spell correctly, including using various resources to determine and check correct spellings.*

19. PUNCTUATION

- **COMMAS WITH PHRASES AND CLAUSES**
  - **4.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.18.A** *correctly and consistently use conventions of punctuation and capitalization.*

- **OTHER COMMA USAGE**
  - **4.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.18.A** *correctly and consistently use conventions of punctuation and capitalization.*

- **DASHES AND HYPHENS**

- **4.13.D** *edit drafts for grammar, mechanics, and spelling.*
- **6.13.D** *edit drafts for grammar, mechanics, and spelling.*
- **6.18.A** *correctly and consistently use conventions of punctuation and capitalization.*

- **PARENTHESES, QUOTATION MARKS, AND ELLIPSES**

  - **4.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.18.A** *correctly and consistently use conventions of punctuation and capitalization.*

20. CONTEXTUAL CLUES

- **ROOTS, PREFIXES, AND SUFFIXES**

  - **1.1.A** *determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;*

- **FOREIGN WORDS AND PHRASES**

  - **1.1.D** *recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words;*

- **CONNOTATION AND DENOTATION**

  - **1.1.B** *analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;*

21. USAGE 1

- **FORMAL AND INFORMAL LANGUAGE**

  - **2.12.D** *evaluate changes in formality and tone across various media for different audiences and purposes.*
  - **3.12.D** *evaluate changes in formality and tone across various media for different audiences and purposes.*

22. USAGE 2

- **WORD RELATIONSHIPS**

  - **1.1.C** *infer word meaning through the identification and analysis of analogies and other word relationships;*

- **USING THE DICTIONARY AND THESAURUS**

  - **1.1.E** *use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.*

23. BUILDING AN ESSAY

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**
  - **4.15.A.i** *effective introductory and concluding paragraphs and a variety of sentence structures;*
  - **5.15.A.i** *effective introductory and concluding paragraphs and a variety of sentence structures;*
  - **4.15.A.iv** *a clear organizational schema for conveying ideas;*
  - **5.15.A.iv** *a clear organizational schema for conveying ideas;*
  - **5.16.C** *an organizing structure appropriate to the purpose, audience, and context;*

- **INTRODUCTIONS**
  - **4.15.A.i** *effective introductory and concluding paragraphs and a variety of sentence structures;*
  - **5.15.A.i** *effective introductory and concluding paragraphs and a variety of sentence structures;*

- **4.15.C.i** *advances a clear thesis statement;*

- **CONCLUSIONS**
  - **4.15.A.i** *effective introductory and concluding paragraphs and a variety of sentence structures;*
  - **5.15.A.i** *effective introductory and concluding paragraphs and a variety of sentence structures;*
  - **4.15.C.i** *advances a clear thesis statement;*

24. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**
  - **4.15.A.iii** *a clear thesis statement or controlling idea;*
  - **5.15.A.iii** *a clear thesis statement or controlling idea;*

- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - **4.15.A.v** *relevant and substantial evidence and well-chosen details;*
  - **5.15.A.v** *relevant and substantial evidence and well-chosen details;*
  - **4.15.A.iv** *a clear organizational schema for conveying ideas;*
  - **5.15.A.iv** *a clear organizational schema for conveying ideas;*
  - **4.15.A.i** *effective introductory and concluding paragraphs and a variety of sentence structures;*
  - **5.15.A.i** *effective introductory and concluding paragraphs and a variety of sentence structures;*

- **EXPOSITORY ESSAYS**
  - **4.15.A.v** *relevant and substantial evidence and well-chosen details;*
  - **5.15.A.v** *relevant and substantial evidence and well-chosen details;*
  - **4.15.A.iv** *a clear organizational schema for conveying ideas;*
  - **5.15.A.iv** *a clear organizational schema for conveying ideas;*
  - **4.15.A.ii** *rhetorical devices, and transitions between paragraphs;*
  - **5.15.A.ii** *rhetorical devices, and transitions between paragraphs;*

- **INTEGRATING QUOTES AND COMMENTARY**
  - **4.15.C.ii** *addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;*
  - **4.15.A.vi** *information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;*
  - **5.15.A.vi** *information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources.*
  - **4.15.A.v** *relevant and substantial evidence and well-chosen details;*
  - **4.15.C.v** *anticipates and responds to readers' questions or contradictory information.*

25. LITERARY ANALYSIS

- **LITERARY ANALYSIS PARAGRAPHS**
  - **4.15.C.iii** *analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;*
  - **4.15.C.iv** *identifies and analyzes the ambiguities, nuances, and complexities within the text;*
  - **4.15.C.i** *advances a clear thesis statement;*

- **LITERARY ANALYSIS ESSAYS**
  - **4.15.C.ii** *addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;*
  - **4.15.C.iii** *analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;*
  - **4.15.C.v** *anticipates and responds to readers' questions or contradictory information.*

- 4.15.C.i *advances a clear thesis statement;*

26. PERSUASIVE WRITING

- **PERSUASIVE THESIS STATEMENTS**
  - **5.16.A** *a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;*

- **PERSUASIVE PARAGRAPH DEVELOPMENT**
  - **5.16.C** *an organizing structure appropriate to the purpose, audience, and context;*
  - **5.16.F** *language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).*

- **PERSUASIVE ESSAYS**
  - **5.16.A** *a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;*
  - **5.16.C** *an organizing structure appropriate to the purpose, audience, and context;*
  - **5.16.F** *language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).*

27. PREWRITING

- **PREWRITING**
  - **4.13.B** *structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;*

28. REVISION CONSIDERATIONS 1

- **REVISING AND EDITING**
  - **4.13.C** *revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;*
  - **4.13.D** *edit drafts for grammar, mechanics, and spelling.*
  - **6.13.D** *edit drafts for grammar, mechanics, and spelling.*

29. REVISION CONSIDERATIONS 2

- **TRANSITIONAL ELEMENTS**
  - **4.13.B** *structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;*
  - **4.15.A.ii** *rhetorical devices, and transitions between paragraphs;*
  - **5.15.A.ii** *rhetorical devices, and transitions between paragraphs;*
  - **4.13.C** *revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;*
  - **5.13.C** *revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.*

- **UNITY AND FOCUS**
  - **4.13.C** *revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization*

by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;

- **5.13.C** *revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.*

- **WORDINESS AND REDUNDANCY**

  - **4.13.C** *revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;*
  - **5.13.C** *revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.*

30. 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**