

TSI Tutorials are designed based off of TSI/TSIA2 test specifications to provide students a more successful and less stressful preparation effort as they work to demonstrate their college readiness on the TSI Assessments.

TSI Tutorials offer targeted instruction, practice, and review. Students engage with the content in an interactive, feedback-rich environment as they progress through TSI/TSIA2 test aligned modules. Students practice skills essential to the test they are preparing for and build the depth of knowledge, confidence, and higher order skills required to demonstrate mastery when put to the test.

In each module, the Learn It and Try It make complex ideas accessible to students through focused content, guided analysis, and practice with personalized feedback so students are empowered to increase their exam readiness. The Review It offers an engaging and high impact video summary of key concepts and important to grasp connections. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers, linking a student's performance to TSI/TSIA2 descriptions. To help students focus on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are ready for test day and where they still need to review and practice.

TSI Tutorials are aligned with TSI Assessment Blueprints and Strand descriptions for Math and ELA test sections.

TSIA2 Tutorials are aligned with TSIA2 Test Specifications and Content Descriptions for Mathematics and English Language Arts and Reading.

1. ELEMENTS OF LITERATURE 1

- **THEMES IN FICTION**

- **II.A.8** Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.

- **CHARACTERS AND CONFLICT**

- **II.A.8** Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.

- **SETTING**

- **II.A.8** Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.
- **II.A.4** Make evidence-based inferences about a text's meaning, intent, and values.

2. ELEMENTS OF LITERATURE 2

- **PLOT**

- **II.A.8** Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.

- **POINT OF VIEW**

- **II.A.8** Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.

3. LITERARY DEVICES 1

- **IMAGERY**

- **II.A.6** Identify and analyze the author's use of rhetorical and literary devices to create meaning and affect the reader.
- **II.A.4** Make evidence-based inferences about a text's meaning, intent, and values.

- **RHYME AND SOUND DEVICES**

- **II.A.6** Identify and analyze the author's use of rhetorical and literary devices to create meaning and affect the reader.

4. LITERARY DEVICES 2

- **SATIRE AND PARADOX**

- **II.A.6** Identify and analyze the author's use of rhetorical and literary devices to create meaning and affect the reader.

- **SYMBOLISM AND ALLEGORY**

- **II.A.6** Identify and analyze the author's use of rhetorical and literary devices to create meaning and affect the reader.

5. READING STRATEGIES 1

- **MAKING INFERENCES**

- **II.A.3** Identify explicit and implicit textual information including main ideas and author's purpose.
- **II.A.4** Make evidence-based inferences about a text's meaning, intent, and values.
- **II.B.4** Make inferences about the denotative and connotative meanings of unfamiliar words using context clues.

- **IMPLIED MAIN IDEA**

- **II.A.3** Identify explicit and implicit textual information including main ideas and author's purpose.

6. READING STRATEGIES 2

- **DRAMATIC CONVENTIONS**

- **II.A.6** Identify and analyze the author's use of rhetorical and literary devices to create meaning and affect the reader.

- **LOGICAL FALLACIES**

- **II.A.5** Analyze and evaluate implicit and explicit arguments in a variety of texts for the quality and coherence of evidence and reasoning.

7. READING STRATEGIES 3

- **DETERMINING AUTHOR'S PURPOSE**

- **II.A.3** Identify explicit and implicit textual information including main ideas and author's purpose.
- **I.A.1** Determine effective approaches, genres, rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.

- **ANALYZING AUDIENCE APPEALS**

- **II.A.3** Identify explicit and implicit textual information including main ideas and author's purpose.
- **II.A.6** Identify and analyze the author's use of rhetorical and literary devices to create meaning and affect the reader.
- **I.A.1** Determine effective approaches, genres, rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.

8. AUTHOR'S VOICE AND STYLE

- **ANALYZING AUTHOR'S STYLE**

- **I.A.5** Edit writing for audience, purpose, context, and style, assuring that it conforms to Standard American English, when appropriate.
- **II.A.6** Identify and analyze the author's use of rhetorical and literary devices to create meaning and affect the reader.
- **II.A.3** Identify explicit and implicit textual information including main ideas and author's purpose.

- **WORD CHOICE**

- **II.B.4** Make inferences about the denotative and connotative meanings of unfamiliar words using context clues.
- **II.A.3** Identify explicit and implicit textual information including main ideas and author's purpose.
- **II.A.4** Make evidence-based inferences about a text's meaning, intent, and values.
- **I.A.5** Edit writing for audience, purpose, context, and style, assuring that it conforms to Standard American English, when appropriate.

- **TONE AND MOOD**

- **II.A.4** Make evidence-based inferences about a text's meaning, intent, and values.
- **II.A.6** Identify and analyze the author's use of rhetorical and literary devices to create meaning and affect the reader.
- **I.A.5** Edit writing for audience, purpose, context, and style, assuring that it conforms to Standard American English, when appropriate.

9. EVIDENCE AND RHETORIC 1

- **AUTHOR'S PERSPECTIVES AND CLAIMS**

- **I.A.2** Generate ideas, gather information, and manage evidence relevant to the topic and purpose.
- **I.A.3** Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; organize material generated; and formulate a thesis or purpose statement.
- **II.A.5** Analyze and evaluate implicit and explicit arguments in a variety of texts for the quality and coherence of evidence and reasoning.

- **ANALYZING AND DEVELOPING A SPEECH**

- **II.A.5** Analyze and evaluate implicit and explicit arguments in a variety of texts for the quality and coherence of evidence and reasoning.
- **I.A.5** Edit writing for audience, purpose, context, and style, assuring that it conforms to Standard American English, when appropriate.
- **I.A.1** Determine effective approaches, genres, rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.

- **TYPES OF EVIDENCE**

- **I.A.2** Generate ideas, gather information, and manage evidence relevant to the topic and purpose.
- **I.A.3** Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; organize material generated; and formulate a thesis or purpose statement.
- **II.A.5** Analyze and evaluate implicit and explicit arguments in a variety of texts for the quality and coherence of evidence and reasoning.

10. EVIDENCE AND RHETORIC 2

- **EVALUATING EVIDENCE**

- **I.A.2** Generate ideas, gather information, and manage evidence relevant to the topic and purpose.
- **I.A.3** Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; organize material generated; and formulate a thesis or purpose statement.
- **II.A.5** Analyze and evaluate implicit and explicit arguments in a variety of texts for the quality and coherence of evidence and reasoning.

- **INTEGRATING RHETORIC**

- **II.A.6** Identify and analyze the author's use of rhetorical and literary devices to create meaning and affect the reader.
- **I.A.5** Edit writing for audience, purpose, context, and style, assuring that it conforms to Standard American English, when appropriate.

11. UNDERSTANDING TEXTS

● FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY

- **II.A.5** Analyze and evaluate implicit and explicit arguments in a variety of texts for the quality and coherence of evidence and reasoning.
- **II.A.8** Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.

● FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY

- **II.A.3** Identify explicit and implicit textual information including main ideas and author's purpose.
- **II.A.8** Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.

● FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY

- **II.A.8** Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.

12. DETERMINING WORD MEANING

● FOREIGN WORDS AND PHRASES

- **II.B.1** Identify new words and concepts acquired through study of their relationships to other words and concepts.

● CONNOTATION AND DENOTATION

- **II.A.8** Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.
- **II.A.4** Make evidence-based inferences about a text's meaning, intent, and values.
- **II.B.4** Make inferences about the denotative and connotative meanings of unfamiliar words using context clues.

● PRINT AND DIGITAL RESOURCES

- **II.B.1** Identify new words and concepts acquired through study of their relationships to other words and concepts.

13. TEXT ORGANIZATION

● ANALYZING EFFECTIVE TEXT STRUCTURES

- **II.A.8** Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.
- **I.A.1** Determine effective approaches, genres, rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.

● COMPARE AND CONTRAST

- **II.A.8** Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.
- **II.A.6** Identify and analyze the author's use of rhetorical and literary devices to create meaning and affect the reader.
- **I.A.1** Determine effective approaches, genres, rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.

14. TEXT TYPES

- **MULTIMODAL AND DIGITAL TEXTS**

- **II.A.3** Identify explicit and implicit textual information including main ideas and author's purpose.
- **I.A.1** Determine effective approaches, genres, rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.

- **PRINT AND NONPRINT TEXTS**

- **II.A.4** Make evidence-based inferences about a text's meaning, intent, and values.
- **I.A.1** Determine effective approaches, genres, rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.

15. BUILDING AN ESSAY 1

- **DETERMINING APPROPRIATE ESSAY FORMAT**

- **I.A.1** Determine effective approaches, genres, rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.

- **VISUAL AIDS**

- **I.A.1** Determine effective approaches, genres, rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.

- **AVOIDING PLAGIARISM**

- **I.A.4** Review feedback and revise each draft by organizing it more logically and fluidly, refining key ideas, and using language more precisely and effectively.

16. BUILDING AN ESSAY 2

- **PREWRITING STRATEGIES**

- **I.A.2** Generate ideas, gather information, and manage evidence relevant to the topic and purpose.

- **SYNTHESIZING IDEAS**

- **I.A.2** Generate ideas, gather information, and manage evidence relevant to the topic and purpose.
- **I.A.3** Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; organize material generated; and formulate a thesis or purpose statement.

- **TECHNICAL DOCUMENTS**

- **I.A.2** Generate ideas, gather information, and manage evidence relevant to the topic and purpose.
- **I.A.1** Determine effective approaches, genres, rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.

17. SHORT NARRATIVES

- **SHORT NARRATIVES**

- **I.A.1** Determine effective approaches, genres, rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.

18. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**

- **I.A.2** Generate ideas, gather information, and manage evidence relevant to the topic and purpose.
- **I.A.3** Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; organize material generated; and formulate a thesis or purpose statement.

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- **I.A.2** Generate ideas, gather information, and manage evidence relevant to the topic and purpose.
- **I.A.3** Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; organize material generated; and formulate a thesis or purpose statement.
- **I.A.4** Review feedback and revise each draft by organizing it more logically and fluidly, refining key ideas, and using language more precisely and effectively.

- **WRITING EXPOSITORY ESSAYS**

- **I.A.1** Determine effective approaches, genres, rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.
- **I.A.3** Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; organize material generated; and formulate a thesis or purpose statement.

19. ARGUMENTATIVE WRITING

- **ARGUABLE STATEMENTS**

- **I.A.2** Generate ideas, gather information, and manage evidence relevant to the topic and purpose.
- **I.A.3** Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; organize material generated; and formulate a thesis or purpose statement.

- **DEVELOPING ARGUMENTATIVE PARAGRAPHS**

- **I.A.2** Generate ideas, gather information, and manage evidence relevant to the topic and purpose.
- **I.A.3** Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; organize material generated; and formulate a thesis or purpose statement.

- **WRITING ARGUMENTATIVE ESSAYS**

- **I.A.2** Generate ideas, gather information, and manage evidence relevant to the topic and purpose.
- **I.A.1** Determine effective approaches, genres, rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.
- **I.A.3** Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; organize material generated; and formulate a thesis or purpose statement.

20. LITERARY ANALYSIS 1

- **LITERARY ANALYSIS PARAGRAPHS**

- **II.A.6** Identify and analyze the author's use of rhetorical and literary devices to create meaning and affect the reader.
- **II.A.4** Make evidence-based inferences about a text's meaning, intent, and values.
- **I.A.3** Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; organize material generated; and formulate a thesis or purpose statement.

21. LITERARY ANALYSIS 2

- **LITERARY ANALYSIS ESSAYS**

- **I.A.1** Determine effective approaches, genres, rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.
- **I.A.3** Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; organize material generated; and formulate a thesis or purpose statement.

22. REVISION CONSIDERATIONS 1

- **REVISING AND EDITING SKILLS**

- **I.A.4** Review feedback and revise each draft by organizing it more logically and fluidly, refining key ideas, and using language

more precisely and effectively.

- **I.A.5** *Edit writing for audience, purpose, context, and style, assuring that it conforms to Standard American English, when appropriate.*

- **USING STYLE GUIDES**

- **I.A.5** *Edit writing for audience, purpose, context, and style, assuring that it conforms to Standard American English, when appropriate.*

- **UNITY AND FOCUS**

- **I.A.4** *Review feedback and revise each draft by organizing it more logically and fluidly, refining key ideas, and using language more precisely and effectively.*
- **I.A.3** *Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; organize material generated; and formulate a thesis or purpose statement.*

23. REVISION CONSIDERATIONS 2

- **SENTENCE STRUCTURE**

- **I.A.4** *Review feedback and revise each draft by organizing it more logically and fluidly, refining key ideas, and using language more precisely and effectively.*

- **WORDINESS AND REDUNDANCY**

- **I.A.4** *Review feedback and revise each draft by organizing it more logically and fluidly, refining key ideas, and using language more precisely and effectively.*

24. 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**