

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.

Unit 1: Developing an Essay 1

- **PLANNING AND ORGANIZING AN ESSAY**

- 1.14.B: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and

conventions. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. 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: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. 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: The student will demonstrate an ability to revise a variety of written texts. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. 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: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic presents effective introductions and concluding paragraphs;
- 2.17.A.i: The student will demonstrate an ability to revise a variety of written texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic that presents effective introductions and concluding paragraphs;
- 1.17.A.ii: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic contains a clearly stated purpose or controlling idea;
- 2.17.A.ii: The student will demonstrate an ability to revise a variety of written texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic that contains a clearly stated purpose or controlling idea;

- **CONCLUSIONS**

- 1.17.A.i: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. Students write expository and procedural or work-related texts to communicate ideas

and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic presents effective introductions and concluding paragraphs;

- 2.17.A.i: The student will demonstrate an ability to revise a variety of written texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic that presents effective introductions and concluding paragraphs;
- 1.17.A.i: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic presents effective introductions and concluding paragraphs;
- 2.17.A.i: The student will demonstrate an ability to revise a variety of written texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic that presents effective introductions and concluding paragraphs;

Unit 2: Developing an Essay 2

• ORGANIZATIONAL PATTERNS

- 1.14.B: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. 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;

Unit 3: Revision Considerations

• REVISING AND EDITING AN ESSAY

- 1.14.C: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. 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: The student will demonstrate an ability to revise a variety of written texts. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. 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: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and

conventions. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. edit drafts for grammar, mechanics, and spelling.

- 3.14.D: The student will demonstrate an ability to edit a variety of texts. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. edit drafts for grammar, mechanics, and spelling.

- **SENTENCE TYPES**

- 1.14.C: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. 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: The student will demonstrate an ability to revise a variety of written texts. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. 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: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.
- 2.17.A.v: The student will demonstrate an ability to revise a variety of written texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic that uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.
- 3.19.B: The student will demonstrate an ability to edit a variety of texts. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. write complex sentences and differentiate between main versus subordinate clauses;
- 3.19.C: The student will demonstrate an ability to edit a variety of texts. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. 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: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and

conventions. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. edit drafts for grammar, mechanics, and spelling.

- 3.14.D: The student will demonstrate an ability to edit a variety of texts. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. edit drafts for grammar, mechanics, and spelling.

- **TRANSITIONS**

- 1.14.C: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. 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: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.
- 2.14.C: The student will demonstrate an ability to revise a variety of written texts. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. 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: The student will demonstrate an ability to revise a variety of written texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic that uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.
- 3.19.A.viii: The student will demonstrate an ability to edit a variety of texts. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitions for sentence to sentence or paragraph to paragraph coherence;

Unit 4: Expository Writing

- **EXPOSITORY PARAGRAPHS**

- 1.17.A.ii: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic contains a clearly stated purpose or controlling idea;

- 2.17.A.ii: The student will demonstrate an ability to revise a variety of written texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic that contains a clearly stated purpose or controlling idea;
- 1.17.A.iv: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic accurately synthesizes ideas from several sources; and
- 2.17.A.iv: The student will demonstrate an ability to revise a variety of written texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic that accurately synthesizes ideas from several sources;
- **EXPOSITORY ESSAYS**
 - 1.17.A.i: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic presents effective introductions and concluding paragraphs;
 - 1.17.A.ii: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic contains a clearly stated purpose or controlling idea;
 - 2.17.A.i: The student will demonstrate an ability to revise a variety of written texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic that presents effective introductions and concluding paragraphs;
 - 2.17.A.ii: The student will demonstrate an ability to revise a variety of written texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic that contains a clearly stated purpose or controlling idea;
 - 1.17.A.iii: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;
 - 2.17.A.iii: The student will demonstrate an ability to revise a variety of written texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific

audiences for specific purposes. write a multi-paragraph essay to convey information about a topic that is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;

- **RHETORICAL DEVICES AND FALLACIES**

- 1.17.A.v: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.
- 2.17.A.v: The student will demonstrate an ability to revise a variety of written texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. write a multi-paragraph essay to convey information about a topic that uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.

Unit 5: Argumentative Writing

- **USING EVIDENCE**

- 2.18.C: The student will demonstrate an ability to revise a variety of written texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.

- **ARGUMENTATIVE PARAGRAPHS**

- 2.18.C: The student will demonstrate an ability to revise a variety of written texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.

- **ARGUMENTATIVE ESSAYS**

- 2.18.C: The student will demonstrate an ability to revise a variety of written texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.
- 2.18.A: The student will demonstrate an ability to revise a variety of written texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that establishes a clear thesis or position;

Unit 6: Usage 1

- **PRONOUNS**

- 3.19.A.vi: The student will demonstrate an ability to edit a variety of texts. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which);
- **VERB TENSE AND VOICE**
 - 3.19.A.i: The student will demonstrate an ability to edit a variety of texts. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles;
 - 3.19.C: The student will demonstrate an ability to edit a variety of texts. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. 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: The student will demonstrate an ability to edit a variety of texts. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. spell correctly, including using various resources to determine and check correct spellings.

Unit 7: Usage 2

- **CONJUNCTIONS**
 - 3.19.A.iv: The student will demonstrate an ability to edit a variety of texts. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: conjunctive adverbs (e.g., consequently, furthermore, indeed);
 - 3.19.A.vii: The student will demonstrate an ability to edit a variety of texts. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since);
- **PHRASES**
 - 3.19.A.ii: The student will demonstrate an ability to edit a variety of texts. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases;

- 3.19.A.iii: The student will demonstrate an ability to edit a variety of texts. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses;
- 3.19.A.v: The student will demonstrate an ability to edit a variety of texts. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases and their influence on subject-verb agreement;

Unit 8: Punctuation

- **COMMAS**

- 3.20.B.i: The student will demonstrate an ability to edit a variety of texts. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. recognize and use punctuation marks including commas after introductory words, phrases, and clauses;

- **COLONS AND SEMICOLONS**

- 3.20.B.ii: The student will demonstrate an ability to edit a variety of texts. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. recognize and use punctuation marks including semicolons, colons, and hyphens.

Unit 9: Spelling

- **COMMONLY CONFUSED WORDS**

- 1.14.D: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. edit drafts for grammar, mechanics, and spelling.
- 3.14.D: The student will demonstrate an ability to edit a variety of texts. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. edit drafts for grammar, mechanics, and spelling.
- 3.21.A: The student will demonstrate an ability to edit a variety of texts. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. spell correctly, including using various resources to determine and check correct spellings.

Unit 10: Test-Taking Strategies

- **STUDY HABITS**

- **BEING PREPARED AND GETTING STARTED**

- **WORDING IN TEST QUESTIONS**

- **WORDING IN ANSWER CHOICES**

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- **QUESTIONS WITH PASSAGES AND VISUAL DATA**
 - **ESSAY AND SHORT ANSWER QUESTIONS**
 - **WORD PROBLEMS**
-