Texas Tutorials 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.

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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.

### Unit 1: Elements of Literature 1

- **THEMES IN FICTION**
  - E3.4.G: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. evaluate details read to understand key ideas;
  - E3.6.A: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;


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- **CHARACTERS AND CONFLICT**
  - E3.6.A: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;
  - E3.6.B: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how characters behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;
  - E3.6.B: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how characters behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;
  - E3.6.B: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how characters behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;

## Unit 2: Elements of Literature 2

- **SETTING**
  - E3.6.A: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;
  - E3.6.C: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. evaluate how different literary elements shape the author's portrayal of the plot; and
  - E3.6.D: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.
- **PLOT**
  - E3.6.A: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across


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increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;

- E3.6.C: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. evaluate how different literary elements shape the author's portrayal of the plot; and

- **POINT OF VIEW**
  - E3.6.A: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;
  - E3.6.C: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. evaluate how different literary elements shape the author's portrayal of the plot; and

## Unit 3: Poetry

- **RHYME AND SOUND DEVICES**
  - E3.7.B: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;
  - E3.8.E: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;
- **POETIC TECHNIQUES**
  - E3.7.B: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;

## Unit 4: Reading Strategies 1

- **MAKING INFERENCES**
  - E3.4.F: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly


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complex texts. make inferences and use evidence to support understanding;

- E3.5.G: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. discuss and write about the explicit and implicit meanings of text;

- **MAKING PREDICTIONS**
  - E3.4.C: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make and correct or confirm predictions using text features, characteristics of genre, and structures;
  - E3.4.F: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make inferences and use evidence to support understanding;
- **INDEPENDENT READING**
  - E3.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
  - E3.4.A: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. establish purpose for reading assigned and self-selected texts;
  - E3.4.B: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. generate questions about text before, during, and after reading to deepen understanding and gain information;
  - E3.4.E: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make connections to personal experiences, ideas in other texts, and society;
  - E3.5.A: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. describe personal connections to a variety of sources, including self-selected texts;
  - E3.4.D: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. create mental images to deepen understanding;
  - E3.4.I: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.

**Unit 5: Reading Strategies 2**


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- **IMPLIED MAIN IDEA**
  - E3.4.G: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. evaluate details read to understand key ideas;
  - E3.5.G: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. discuss and write about the explicit and implicit meanings of text;
  - E3.7.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational texts such as: clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and
  - E3.4.F: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make inferences and use evidence to support understanding;
- **DETERMINING AUTHOR'S PURPOSE**
  - E3.8.A: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the author's purpose, audience, and message within a text;
  - E3.8.G: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.
  - E3.4.G: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. evaluate details read to understand key ideas;
  - E3.7.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational texts such as: clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and
  - E3.4.F: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make inferences and use evidence to support understanding;
- **PARAPHRASE AND SUMMARY**


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- E3.5.D: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. paraphrase and summarize texts in ways that maintain meaning and logical order;
- E3.7.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational texts such as: clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and

- **DRAMATIC CONVENTIONS**
  - E3.7.C: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze how the relationships among dramatic elements advance the plot;
  - E3.6.A: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;
  - E3.6.C: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. evaluate how different literary elements shape the author's portrayal of the plot; and

## Unit 6: Author's Voice

- **WORD CHOICE**
  - E3.8.D: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. evaluate how the author's use of language informs and shapes the perception of readers;
  - E3.8.F: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
  - E3.8.E: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;


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- **IMAGERY**
  - E3.2.B: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. analyze context to draw conclusions about nuanced meanings such as in imagery; and
- **TONE AND MOOD**
  - E3.8.F: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

## Unit 7: Author's Method

- **ANALYZING AUTHOR'S STYLE**
  - E3.8.D: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. evaluate how the author's use of language informs and shapes the perception of readers;
  - E3.8.F: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
  - E3.8.G: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.
- **AUTHOR'S PERSPECTIVE AND CLAIMS**
  - E3.5.J: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. defend or challenge the authors' claims using relevant text evidence.
  - E3.11.G.i: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. examine sources for: credibility, bias, and accuracy; and
  - E3.8.A: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the author's purpose, audience, and message within a text;


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- E3.7.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational texts such as: clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and

## Unit 8: Literary Devices

- **SATIRE AND PARADOX**
  - E3.8.E: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;
- **SYMBOLISM AND ALLEGORY**
  - E3.8.E: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;

## Unit 9: Strategy

- **EVALUATING EVIDENCE**
  - E3.4.F: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make inferences and use evidence to support understanding;
  - E3.4.G: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. evaluate details read to understand key ideas;
  - E3.7.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational texts such as: clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and
  - E3.7.E.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;
  - E3.7.E.ii: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze


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characteristics and structural elements of argumentative texts such as: various types of evidence and treatment of counterarguments, including concessions and rebuttals; and

- E3.8.A: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the author's purpose, audience, and message within a text;
- E3.11.G.i: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. examine sources for: credibility, bias, and accuracy; and

- **ANALYZING AUDIENCE APPEALS**
  - E3.7.E.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;
  - E3.8.A: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the author's purpose, audience, and message within a text;
  - E3.8.G: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.
- **TYPES OF EVIDENCE**
  - E3.7.E.ii: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: various types of evidence and treatment of counterarguments, including concessions and rebuttals; and

## Unit 10: Logical Fallacies and Rhetorical Devices

- **LOGICAL FALLACIES**
  - E3.8.G: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.


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- E3.11.G.ii: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. examine sources for: faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions;

- **INTEGRATING RHETORIC**
  - E3.8.G: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.
  - E3.9.B.ii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;

## Unit 11: Visual Aids and Graphical Features

- **PRINT AND NONPRINT TEXTS**
  - E3.8.C: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. evaluate the author's use of print and graphic features to achieve specific purposes;
- **VISUAL AIDS**
  - E3.8.C: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. evaluate the author's use of print and graphic features to achieve specific purposes;

## Unit 12: Text Organization

- **ANALYZING EFFECTIVE TEXT STRUCTURES**
  - E3.8.B: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. evaluate use of text structure to achieve the author's purpose;
- **SENTENCE STRUCTURE**
  - E3.9.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible


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and use appropriate conventions. revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;

- **COMPARE AND CONTRAST**
  - E3.4.E: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make connections to personal experiences, ideas in other texts, and society;
  - E3.5.A: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. describe personal connections to a variety of sources, including self-selected texts;
  - E3.5.B: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. write responses that demonstrate analysis of texts, including comparing texts within and across genres;
  - E3.8.B: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. evaluate use of text structure to achieve the author's purpose;
  - E3.6.C: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. evaluate how different literary elements shape the author's portrayal of the plot; and

### Unit 13: Understanding Texts

- **FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY**
  - E3.5.B: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. write responses that demonstrate analysis of texts, including comparing texts within and across genres;
  - E3.5.C: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. use text evidence and original commentary to support an analytic response;
  - E3.5.F: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. respond using acquired content and academic vocabulary as appropriate;
  - E3.7.A: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. read and analyze American literature across literary periods;


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- **FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY**
  - E3.5.B: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. write responses that demonstrate analysis of texts, including comparing texts within and across genres;
  - E3.5.C: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. use text evidence and original commentary to support an analytic response;
  - E3.5.F: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. respond using acquired content and academic vocabulary as appropriate;
  - E3.7.A: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. read and analyze American literature across literary periods;
- **FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY**
  - E3.5.B: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. write responses that demonstrate analysis of texts, including comparing texts within and across genres;
  - E3.5.C: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. use text evidence and original commentary to support an analytic response;
  - E3.5.F: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. respond using acquired content and academic vocabulary as appropriate;
  - E3.7.A: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. read and analyze American literature across literary periods;

## Unit 14: Contextual Clues

- **FOREIGN WORDS AND PHRASES**
  - E3.2.C: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi.
- **CONNOTATION AND DENOTATION**


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- E3.2.B: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. analyze context to draw conclusions about nuanced meanings such as in imagery; and

## Unit 15: Building an Essay

- **DETERMINING APPROPRIATE ESSAY FORMAT**
  - E3.7.D.ii: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational texts such as: the relationship between organizational design and author's purpose;
  - E3.7.E.iii: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: identifiable audience or reader; and
  - E3.9.A: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
  - E3.9.B.i: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: using strategic organizational structures appropriate to purpose, audience, topic, and context; and
- **PREWRITING STRATEGIES**
  - E3.5.E: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
  - E3.9.A: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
  - E3.9.B.i: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: using strategic organizational structures appropriate to purpose, audience, topic, and context; and


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- E3.9.B.ii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;

- **MULTIMODAL AND DIGITAL TEXTS**

  - E3.7.F: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze the effectiveness of characteristics of multimodal and digital texts.

### Unit 16: Styles of Writing

- **WRITING AND TECHNOLOGY**

  - E3.11.I: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
  - E3.5.I: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. reflect on and adjust responses when valid evidence warrants; and
  - E3.7.E.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;
  - E3.8.A: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the author's purpose, audience, and message within a text;

- **TECHNICAL DOCUMENTS**

  - E3.10.B: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;
  - E3.10.D: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose correspondence in a professional or friendly structure;

### Unit 17: Literary Writing

- **LITERARY ANALYSIS ESSAYS**


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- E3.9.B.ii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;
- E3.10.E: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose literary analysis using genre characteristics and craft; and
- E3.10.F: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose rhetorical analysis using genre characteristics and craft.

- **LITERARY ANALYSIS PARAGRAPHS**
  - E3.9.B.ii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;
  - E3.10.E: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose literary analysis using genre characteristics and craft; and
  - E3.10.F: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose rhetorical analysis using genre characteristics and craft.
- **SHORT NARRATIVES**
  - E3.10.A: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose literary texts such as fiction and poetry using genre characteristics and craft;

## Unit 18: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - E3.7.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational texts such as: clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - E3.7.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze


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characteristics and structural elements of informational texts such as: clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and

- E3.9.B.ii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;

- **WRITING EXPOSITORY ESSAYS**
  - E3.7.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational texts such as: clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and
  - E3.7.D.ii: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational texts such as: the relationship between organizational design and author's purpose;
  - E3.9.B.ii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;
  - E3.10.B: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;
  - E3.10.D: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose correspondence in a professional or friendly structure;
  - E3.8.A: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the author's purpose, audience, and message within a text;

## Unit 19: Argumentative Writing

- **ARGUABLE STATEMENTS**
  - E3.7.E.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes


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within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;

- **DEVELOPING ARGUMENTATIVE PARAGRAPHS**
  - E3.7.E.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;
  - E3.7.E.ii: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
- **WRITING ARGUMENTATIVE ESSAYS**
  - E3.7.E.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of argumentative texts such as: clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;
  - E3.9.B.ii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;
  - E3.10.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose argumentative texts using genre characteristics and craft;

## Unit 20: Revision Considerations

- **UNITY AND FOCUS**
  - E3.9.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;
- **WORDINESS AND REDUNDANCY**
  - E3.9.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;


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- **REVISING AND EDITING SKILLS**
  - E3.9.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;
  - E3.9.D: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and
  - E3.9.E: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. publish written work for appropriate audiences.
  - E3.11.I: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

### Unit 21: Usage

- **PRINT AND DIGITAL RESOURCES**
  - E3.2.A: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;
- **USING STYLE GUIDES**
  - E3.9.D: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and
  - E3.11.H: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and

### Unit 22: Research

- **REFINING A RESEARCH QUESTION**
  - E3.11.A: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. develop questions for formal and informal inquiry;
  - E3.11.B: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of


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purposes. critique the research process at each step to implement changes as needs occur and are identified;

- E3.11.C: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. develop and revise a plan;
- E3.11.D: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. modify the major research question as necessary to refocus the research plan;
- E3.11.E: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. locate relevant sources;

- **SYNTHESIZING IDEAS**
  - E3.4.H: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. synthesize information from a variety of text types to create new understanding; and
  - E3.11.F: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. synthesize information from a variety of sources;
- **AVOIDING PLAGIARISM**
  - E3.11.H: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and

## Unit 23: Speaking and Listening

- **ANALYZING AND DEVELOPING A SPEECH**
  - E3.1.B: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;
  - E3.1.C: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and
  - E3.5.H: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. respond orally or in writing with appropriate register and effective vocabulary, tone, and voice;


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- **DISCUSSION GUIDELINES**
  - E3.1.A: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax;
  - E3.1.D: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.


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