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.

State of Texas Assessment of Academic Readiness® and STAAR® are registered trademarks of the Texas Education Agency.

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: Elements of Literature 1

- **PLOT**
  - E2.4.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

Copyright© Edmentum Inc. All Rights Reserved.

complex texts. evaluate details read to determine key ideas;

- E2.6.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 how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;
- E2.6.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. analyze isolated scenes and their contribution to the success of the plot as a whole; and
- E2.8.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. analyze use of text structure to achieve the author's purpose;

- **POINT OF VIEW**
  - E2.4.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;
  - E2.8.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;
  - E2.8.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. analyze how the author's use of language informs and shapes the perception of readers;
  - E2.8.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. analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
- **CONFLICT**
  - E2.4.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 determine key ideas;

Copyright© Edmentum Inc. All Rights Reserved.

- E2.5.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 interpretive response;
- E2.7.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 world literature across literary periods;

- **THEME**
  - E2.6.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 how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;

Unit 2: Elements of Literature 2

- **IMAGERY**
  - E2.8.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;
  - E2.8.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. analyze how the author's use of language informs and shapes the perception of readers;
  - E2.8.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. analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

- **ALLUSION**
  - E2.4.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;
  - E2.5.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 interpretive response;
  - E2.8.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

Copyright© Edmentum Inc. All Rights Reserved.

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 how the author's use of language informs and shapes the perception of readers;

- **SYMBOLISM AND ALLEGORY**
  - E2.8.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;
  - E2.8.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. analyze how the author's use of language informs and shapes the perception of readers;
- **FIGURATIVE LANGUAGE**
  - E2.2.B: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. analyze context to distinguish among denotative, connotative, and figurative meanings of words; and
  - E2.4.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;
  - E2.8.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;
  - E2.8.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. analyze how the author's use of language informs and shapes the perception of readers;

Unit 3: Poetry

- **RHYME AND SOUND DEVICES**
  - E2.7.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 the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;
- **RHYTHM AND METER**

Copyright© Edmentum Inc. All Rights Reserved.

- E2.7.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 the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;

- **POETIC STYLES**
  - E2.7.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 the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;
  - E2.8.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. analyze use of text structure to achieve the author's purpose;

Unit 4: Reading Strategies 1

- **USING CULTURAL AND HISTORICAL CONTEXT**
  - E2.6.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 historical and cultural settings influence characterization, plot, and theme across texts.
- **MAKING PREDICTIONS**
  - E2.4.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;
- **PARAPHRASE AND SUMMARY**
  - E2.5.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;
- **INDEPENDENT READING**
  - E2.4.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;
  - E2.4.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

Copyright© Edmentum Inc. All Rights Reserved.

complex texts. make connections to personal experiences, ideas in other texts, and society;

Unit 5: Reading Strategies 2

- **DRAWING CONCLUSIONS**
  - E2.4.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;
  - E2.8.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;
  - E2.8.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;
- **DETERMINING AUTHOR'S PURPOSE**
  - E2.7.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 claim, appeals, and convincing conclusion;
  - E2.8.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;
  - E2.8.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. analyze how the author's use of language informs and shapes the perception of readers;
  - E2.8.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 purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.

Unit 6: Making Connections

- **MAKING INFERENCES**

Copyright© Edmentum Inc. All Rights Reserved.

- E2.4.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;
- E2.4.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;
- E2.4.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 determine key ideas;
- E2.8.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;

- **THEMES ACROSS CULTURES**
  - E2.4.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;
  - E2.4.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;
  - E2.4.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 determine key ideas;
  - E2.5.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 interpretive response;
  - E2.6.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 how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;
  - E2.6.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 authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;
  - E2.6.D: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across

Copyright© Edmentum Inc. All Rights Reserved.

increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how historical and cultural settings influence characterization, plot, and theme across texts.

- **SYNTHESIZING IDEAS**
  - E2.4.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;
  - E2.4.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 determine key ideas;
  - E2.4.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 multiple texts to create new understanding; and
  - E2.5.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 interpretive response;
  - E2.7.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 claim, appeals, and convincing conclusion;

Unit 7: Genres

- **DRAMATIC CONVENTIONS**
  - E2.4.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 determine key ideas;
  - E2.5.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 interpretive response;
  - E2.6.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 authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;
  - E2.7.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 world literature across literary periods;

Copyright© Edmentum Inc. All Rights Reserved.

- E2.7.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 the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
- E2.8.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. analyze use of text structure to achieve the author's purpose;
- E2.8.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. analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;

- **EPICS**
  - E2.4.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 determine key ideas;
  - E2.5.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 interpretive response;
  - E2.7.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 world literature across literary periods;
  - E2.8.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. analyze use of text structure to achieve the author's purpose;
  - E2.8.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 8: Understanding Texts

- **GENRE AND THEME**
  - E2.5.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.

Copyright© Edmentum Inc. All Rights Reserved.

write responses that demonstrate understanding of texts, including comparing texts within and across genres;

- **IMPLIED MAIN IDEA**
  - E2.5.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 or implicit meanings of text;
- **TECHNICAL DOCUMENTS**
  - E2.10.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, and personal essays using genre characteristics and craft;
  - E2.10.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 9: Author's Voice and Method

- **ANALYZING AUTHOR'S STYLE**
  - E2.2.B: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. analyze context to distinguish among denotative, connotative, and figurative meanings of words; and
  - E2.4.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;
  - E2.4.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 determine key ideas;
  - E2.4.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 multiple texts to create new understanding; and
  - E2.7.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 world literature across literary periods;
  - E2.8.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;
- **WORD CHOICE**

Copyright© Edmentum Inc. All Rights Reserved.

- E2.2.B: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. analyze context to distinguish among denotative, connotative, and figurative meanings of words; and
- E2.8.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;
- E2.8.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. analyze how the author's use of language informs and shapes the perception of readers;
- E2.8.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. analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

- **SENTENCE STYLE**
  - E2.8.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;
  - E2.8.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;
  - E2.8.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. analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

Unit 10: Strategy 1

- **ANALYZING AUDIENCE APPEALS**
  - E2.7.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

Copyright© Edmentum Inc. All Rights Reserved.

characteristics and structural elements of argumentative texts such as: clear arguable claim, appeals, and convincing conclusion;

- E2.8.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;
- E2.8.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. analyze how the author's use of language informs and shapes the perception of readers;
- E2.8.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 purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.

- **EVALUATING EVIDENCE**
  - E2.4.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;
  - E2.7.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
- **RHETORICAL TECHNIQUES**
  - E2.8.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;
  - E2.8.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. analyze how the author's use of language informs and shapes the perception of readers;
  - E2.8.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

Copyright© Edmentum Inc. All Rights Reserved.

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 purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.

Unit 11: Strategy 2

- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - E2.4.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;
  - E2.4.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;
  - E2.4.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 determine key ideas;
  - E2.5.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 interpretive response;
  - E2.8.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;
  - E2.8.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;
  - E2.8.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. analyze how the author's use of language informs and shapes the perception of readers;
- **PRINT AND NONPRINT TEXTS**
  - E2.5.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 interpretive response;
  - E2.8.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

Copyright© Edmentum Inc. All Rights Reserved.

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

- **INTRODUCTION TO TEXT STRUCTURES**
  - E2.7.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 thesis;
  - E2.8.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. analyze use of text structure to achieve the author's purpose;
  - E2.9.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 an organizing structure appropriate to purpose, audience, topic, and context; and
- **CHRONOLOGY AND SEQUENCING**
  - E2.8.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. analyze use of text structure to achieve the author's purpose;
  - E2.8.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;
  - E2.9.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 an organizing structure appropriate to purpose, audience, topic, and context; and
- **COMPARE AND CONTRAST**
  - E2.5.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.

Copyright© Edmentum Inc. All Rights Reserved.

write responses that demonstrate understanding of texts, including comparing texts within and across genres;

- E2.8.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. analyze use of text structure to achieve the author's purpose;
- E2.9.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 an organizing structure appropriate to purpose, audience, topic, and context; and

Unit 13: Sentence Structure 1

- **SENTENCE STRUCTURE**
  - E2.9.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 effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
  - E2.9.D.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. edit drafts using standard English conventions, including: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
  - E2.9.D.v: 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 using standard English conventions, including: punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and
- **CLAUSES**
  - E2.9.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 effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
  - E2.9.D.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. edit drafts using standard English conventions, including: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
- **RESTRICTIVE, NONRESTRICTIVE, AND ELLIPTICAL CLAUSES**

Copyright© Edmentum Inc. All Rights Reserved.

- E2.9.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 effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
- E2.9.D.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. edit drafts using standard English conventions, including: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;

- **FRAGMENTS AND RUN-ONS**
  - E2.9.D.v: 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 using standard English conventions, including: punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and
  - E2.9.D.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. edit drafts using standard English conventions, including: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;

Unit 14: Sentence Structure 2

- **PREPOSITIONAL AND INFINITIVE PHRASES**
  - E2.9.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 effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
  - E2.9.D.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. edit drafts using standard English conventions, including: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
- **GERUND AND PARTICIPIAL PHRASES**
  - E2.9.D.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. edit drafts using standard English conventions, including: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
  - E2.9.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,

Copyright© Edmentum Inc. All Rights Reserved.

diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

- **PARALLELISM AND VERB TENSE**
  - E2.9.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 effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
  - E2.9.D.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. edit drafts using standard English conventions, including: consistent, appropriate use of verb tense and active and passive voice;
- **ACTIVE AND PASSIVE VOICE**
  - E2.9.D.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. edit drafts using standard English conventions, including: consistent, appropriate use of verb tense and active and passive voice;

Unit 15: Parts of Speech

- **RECIPROCAL AND REFLEXIVE PRONOUNS**
  - E2.9.D.iii: 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 using standard English conventions, including: pronoun-antecedent agreement;
- **NOUNS AND CAPITALIZATION**
  - E2.9.D.iv: 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 using standard English conventions, including: correct capitalization;

Unit 16: Punctuation

- **COMMAS WITH PHRASES AND CLAUSES**
  - E2.9.D.v: 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 using standard English conventions, including: punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and
- **OTHER COMMA USAGE**
  - E2.9.D.v: 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

Copyright© Edmentum Inc. All Rights Reserved.

and use appropriate conventions. edit drafts using standard English conventions, including: punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and

- **DASHES AND HYPHENS**
  - E2.9.D.v: 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 using standard English conventions, including: punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and
- **COLONS AND SEMICOLONS**
  - E2.9.D.v: 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 using standard English conventions, including: punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and

Unit 17: Contextual Clues

- **FOREIGN WORDS AND PHRASES**
  - E2.2.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 pas de deux, status quo, dj vu, avant-garde, and coup d'tat.
- **CONNOTATION AND DENOTATION**
  - E2.2.B: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. analyze context to distinguish among denotative, connotative, and figurative meanings of words; and

Unit 18: Usage 1

- **VISUAL AIDS**
  - E2.7.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 thesis;
  - E2.8.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;
- **INTEGRATING GRAPHICS AND MULTIMEDIA**

Copyright© Edmentum Inc. All Rights Reserved.

- E2.8.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;

- **PRINT AND DIGITAL RESOURCES**
  - E2.2.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 such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;

Unit 19: Usage 2

- **SPELLING RULES**
  - E2.9.D.vi: 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 using standard English conventions, including: correct spelling; and

Unit 20: Building an Essay

- **DETERMINING APPROPRIATE ESSAY FORMAT**
  - E2.9.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 an organizing structure appropriate to purpose, audience, topic, and context; and

- **INTRODUCTIONS**
  - E2.9.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 an organizing structure appropriate to purpose, audience, topic, and context; and
  - E2.10.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; and

- **CONCLUSIONS**
  - E2.9.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 an organizing structure appropriate to purpose, audience, topic, and context; and

Copyright© Edmentum Inc. All Rights Reserved.

- E2.10.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; and

Unit 21: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - E2.7.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, relevant supporting evidence, pertinent examples, and conclusion; and
  - E2.7.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 thesis;
  - E2.9.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 an organizing structure appropriate to purpose, audience, topic, and context; and
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - E2.7.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, relevant supporting evidence, pertinent examples, and conclusion; and
  - E2.7.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 thesis;
  - E2.9.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 an organizing structure appropriate to purpose, audience, topic, and context; and
  - E2.9.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

Copyright© Edmentum Inc. All Rights Reserved.

writing in timed and open-ended situations by: developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;

- **EXPOSITORY ESSAYS**
  - E2.7.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, relevant supporting evidence, pertinent examples, and conclusion; and
  - E2.7.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 thesis;
  - E2.9.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 an organizing structure appropriate to purpose, audience, topic, and context; and
  - E2.9.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 specific details, examples, and commentary;
  - E2.10.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, and personal essays using genre characteristics and craft;

Unit 22: Persuasive Writing

- **PERSUASIVE THESIS STATEMENTS**
  - E2.7.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 claim, appeals, and convincing conclusion;
  - E2.9.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 an organizing structure appropriate to purpose, audience, topic, and context; and

Copyright© Edmentum Inc. All Rights Reserved.

- E2.10.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; and

- **PERSUASIVE APPEALS AND PARAGRAPH DEVELOPMENT**
  - E2.7.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 claim, appeals, and convincing conclusion;
  - E2.7.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
  - E2.9.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 an organizing structure appropriate to purpose, audience, topic, and context; and
  - E2.9.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 specific details, examples, and commentary;
  - E2.10.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; and
- **PERSUASIVE ESSAYS**
  - E2.7.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 claim, appeals, and convincing conclusion;
  - E2.7.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

Copyright© Edmentum Inc. All Rights Reserved.

- E2.9.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 an organizing structure appropriate to purpose, audience, topic, and context; and
- E2.9.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 specific details, examples, and commentary;
- E2.10.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; and

Unit 23: Revision Considerations 1

- **PREWRITING**
  - E2.7.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 claim, appeals, and convincing conclusion;
  - E2.7.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, relevant supporting evidence, pertinent examples, and conclusion; and
  - E2.9.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 an organizing structure appropriate to purpose, audience, topic, and context; and
- **FORMAL AND INFORMAL LANGUAGE**
  - E2.5.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 interpretive response;
  - E2.8.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;

Copyright© Edmentum Inc. All Rights Reserved.

- E2.8.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. analyze how the author's use of language informs and shapes the perception of readers;
- E2.8.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. analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
- E2.9.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 effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

Unit 24: Revision Considerations 2

- **UNITY AND FOCUS**
  - E2.9.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 effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
- **WORDINESS AND REDUNDANCY**
  - E2.9.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 effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
- **TRANSITIONAL ELEMENTS**
  - E2.9.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 effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
- **REVISING AND EDITING SKILLS**
  - E2.9.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,

Copyright© Edmentum Inc. All Rights Reserved.

diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

Unit 25: Test-Taking Strategies

- STUDY HABITS
- BEING PREPARED AND GETTING STARTED
- WORDING IN TEST QUESTIONS
- WORDING IN ANSWER CHOICES
- QUESTIONS WITH PASSAGES AND VISUAL DATA
- ESSAY AND SHORT ANSWER QUESTIONS
- WORD PROBLEMS

Copyright© Edmentum Inc. All Rights Reserved.