



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)<sup>®</sup> end-of-course assessments.

*State of Texas Assessment of Academic Readiness<sup>®</sup> and STAAR<sup>®</sup> 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.

### Unit 1: Elements of Literature 1

- **THEME**

- E1.6.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 in a variety of literary texts;

- E1.4.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;
- **CHARACTERIZATION**
  - E1.6.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 in works of fiction through a range of literary devices, including character foils;
- **EXPLORING SETTING**
  - E1.6.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 setting influences the theme.

## Unit 2: Elements of Literature 2

- **FORESHADOWING AND SUSPENSE**
  - E1.6.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 non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and
- **FLASHBACK AND FRAMING**
  - E1.6.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 non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and
- **GENRE AND THEME**
  - E1.5.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 understanding of texts, including comparing texts within and across genres;
  - E1.5.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 a comprehensive response;

- E1.5.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;
- E1.6.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 in a variety of literary texts;
- E1.7.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 respond to American, British, and world literature;
- E1.4.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;

### Unit 3: Poetry

- **RHYTHM AND METER**

- E1.7.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 structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;

- **POETIC STYLES**

- E1.7.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 structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;

- **IRONY**

- E1.8.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 and oxymoron to achieve specific purposes;

### Unit 4: Reading Strategies 1

---

- **MAKING INFERENCES**

- E1.4.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;
- E1.4.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;

- **MAKING PREDICTIONS**

- E1.4.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;
- E1.4.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**

- E1.3: 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.
- E1.4.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;
- E1.4.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;
- E1.4.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;
- E1.5.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;
- E1.4.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;

- E1.4.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, and annotating when understanding breaks down.

## Unit 5: Reading Strategies 2

### • IMPLIED MAIN IDEA

- E1.4.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;
- E1.4.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;
- E1.5.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;

### • DETERMINING AUTHOR'S PURPOSE

- E1.8.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;
- E1.8.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. explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.
- E1.4.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;
- E1.7.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

- E1.4.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**
- E1.5.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;
- **DRAMATIC CONVENTIONS**
- E1.7.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;

#### Unit 6: Author's Voice

- **WORD CHOICE**
- E1.2.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 between the denotative and connotative meanings of words; and
- E1.8.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 achieves specific purposes;
- E1.8.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
- E1.8.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 and oxymoron to achieve specific purposes;
- **SENTENCE STYLE**

- E1.8.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 achieves specific purposes;
  - E1.8.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
- **TONE AND MOOD**
  - E1.8.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 7: Author's Method

- **AUTHOR'S STYLE**
  - E1.8.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 and oxymoron to achieve specific purposes;
  - E1.8.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
- **OXYMORON AND PARADOX**
  - E1.8.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 and oxymoron to achieve specific purposes;
- **HYPERBOLE AND UNDERSTATEMENT**

- E1.8.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. explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.

### Unit 8: Strategy

- **EVALUATING EVIDENCE**

- E1.5.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.
- E1.7.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
- E1.7.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;
- E1.7.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
- E1.8.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;
- E1.11.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 and bias, including omission; and

- **ANALYZING AUDIENCE APPEALS**



- E1.7.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;
  - E1.7.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
  - E1.8.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;
- **AUTHOR'S PERSPECTIVE AND CLAIMS**
    - E1.5.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.
    - E1.11.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 and bias, including omission; and
    - E1.8.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;
- **LOGICAL FALLACIES**
    - E1.8.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. explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.

- E1.11.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 ad hominem, loaded language, and slippery slope;

### Unit 9: Text Connections

- **PRINT AND NONPRINT TEXTS**

- E1.8.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**

- E1.8.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 10: Text Organization 1

- **INTRODUCTION TO TEXT STRUCTURES**

- E1.7.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: multiple organizational patterns within a text to develop the thesis;
- E1.8.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;

- **CAUSE AND EFFECT**

- E1.7.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: multiple organizational patterns within a text to develop the thesis;

---

- **COMPARE AND CONTRAST**

- E1.4.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;
- E1.5.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;
- E1.5.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 understanding of texts, including comparing texts within and across genres;
- E1.7.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: multiple organizational patterns within a text to develop the thesis;
- E1.8.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;
- E1.6.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 in works of fiction through a range of literary devices, including character foils;

### Unit 11: Phrases and Clauses

- **CLAUSES**

- E1.9.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;

- **RESTRICTIVE, NONRESTRICTIVE, AND ELLIPTICAL CLAUSES**

- E1.9.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;
- **GERUND AND PARTICIPLE PHRASES**
- E1.9.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;
- **PREPOSITIONAL AND INFINITIVE PHRASES**
- E1.9.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 12: Sentence Structure 1

- **FRAGMENTS AND RUN-ONS**
- E1.9.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;
- E1.9.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;
- E1.9.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, and dashes to set off phrases and clauses as appropriate; and
- **SENTENCE STRUCTURE**

- E1.9.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;
- E1.9.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 13: Sentence Structure 2

- **PARALLELISM AND VERB TENSE**

- E1.9.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;
- E1.9.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**

- E1.9.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 14: Parts of Speech

- **PRONOUN-ANTECEDENT AGREEMENT**

- E1.9.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**

- E1.9.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 15: Punctuation

### • **COMMAS WITH PHRASES AND CLAUSES**

- E1.9.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, and dashes to set off phrases and clauses as appropriate; and
- E1.9.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;

### • **DASHES AND HYPHENS**

- E1.9.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, and dashes to set off phrases and clauses as appropriate; and

### • **COLONS AND SEMICOLONS**

- E1.9.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, and dashes to set off phrases and clauses as appropriate; and

## Unit 16: Contextual Clues

### • **FOREIGN WORDS AND PHRASES**

- E1.2.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 bona fide, caveat, carte blanche, tte--tte, bon appetit, and quid pro quo.

### • **CONNOTATION AND DENOTATION**

- E1.2.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 between the denotative and connotative meanings of words; and

### Unit 17: Usage

- **PRINT AND DIGITAL RESOURCES**

- E1.2.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;

- **SPELLING RULES**

- E1.9.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 18: Building an Essay

- **DETERMINING APPROPRIATE ESSAY FORMAT**

- E1.7.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
- E1.9.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;
- E1.9.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

- **MULTIMODAL AND DIGITAL TEXTS**

- E1.7.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 characteristics of multimodal and digital texts.

- **USING FORMAL AND INFORMAL LANGUAGE**

- E1.5.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;
- E1.5.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, vocabulary, tone, and voice;
- E1.10.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.
- E1.8.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 achieves specific purposes;
- E1.8.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

- **WRITING AND TECHNOLOGY**

- E1.11.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.
- E1.7.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;
- E1.8.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;

- E1.5.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

### Unit 19: Literary Writing

- **SHORT NARRATIVES**

- E1.10.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;
- E1.9.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;

- **NARRATIVE TECHNIQUES**

- E1.10.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 20: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**

- E1.7.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

- **EXPOSITORY PARAGRAPHS**

- E1.7.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
- E1.9.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;

- **WRITING EXPOSITORY ESSAYS**

- E1.7.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
- E1.7.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: multiple organizational patterns within a text to develop the thesis;
- E1.9.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;
- E1.10.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 21: Argumentative Writing

- **ARGUMENTATIVE CLAIMS**

- E1.7.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;

- **DEVELOPING ARGUMENTATIVE PARAGRAPHS**

- E1.7.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;

- E1.7.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

- **ARGUMENTATIVE ESSAYS**

- E1.7.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;
- E1.9.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;
- E1.10.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

- **TYPES OF EVIDENCE**

- E1.7.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 22: Revision Considerations

- **PREWRITING STRATEGIES**

- E1.5.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;
- E1.9.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;

- E1.9.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
- **UNITY AND FOCUS**
  - E1.9.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**
  - E1.9.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**
  - E1.9.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;
  - E1.9.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
  - E1.9.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.
  - E1.11.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 23: Research

#### • **REFINING A RESEARCH QUESTION**

- E1.11.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;
- E1.11.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 purposes. critique the research process at each step to implement changes as needs occur and are identified;
- E1.11.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;
- E1.11.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;
- E1.11.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**

- E1.4.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 two texts to create new understanding; and
- E1.11.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;
- E1.4.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;

#### • **AVOIDING PLAGIARISM**

- E1.11.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 24: Speaking and Listening

### • ANALYZING AND DEVELOPING A SPEECH

- E1.1.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 oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;
- E1.1.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 presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and
- E1.5.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, vocabulary, tone, and voice;

### • DISCUSSION GUIDELINES

- E1.1.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 by listening actively, responding appropriately, and adjusting communication to audiences and purposes;
- E1.1.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, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.