STAAR EOC Tutorials for Texas are designed specifically for the Texas Essential Knowledge and Skills (TEKS) to prepare students for the State of Texas Assessment of Academic Readiness (STAAR)® end-of-course assessments. EOC Categories are at the heart of STAAR EOC Tutorial structure – bringing category-based learning to the student experience, and category-based performance and progress tracking to the teacher experience.

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English Tutorials offer targeted instruction, practice and review designed to build students' communication and reading comprehension skills. They automatically identify and address learning gaps down to elementary-level content, using adaptive remediation to bring students to grade-level no matter where they start. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. Reading comprehension modules strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing modules combine free response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, persuasive, and explanatory styles. To develop skills specific to public discourse, speaking and listening modules guide students as they evaluate clips and readings from speeches and discussions. In language modules, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

Test-Taking Strategies for EOC Tutorials allow students to practice and apply learning approaches that will hone their test-taking skills and focus them for success on the day of their EOC test.

### Unit 1: Elements of Literature 1

- **POINT OF VIEW**
  - 6.6.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.


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discuss and write about the explicit or implicit meanings of text;

- 6.9.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. identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;

- **THEME**
  - 6.6.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;
  - 6.7.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. infer multiple themes within and across texts using text evidence;

### Unit 2: Elements of Literature 2

- **PLOT**
  - 6.5.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;
  - 6.6.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 to support an appropriate response;
  - 6.6.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;
  - 6.7.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 plot elements, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback; and
- **CHARACTERIZATION**
  - 6.7.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 the characters' internal and external responses develop the plot;
  - 6.8.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


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and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze how playwrights develop characters through dialogue and staging;

### Unit 3: Genres and Techniques

- **POETRY**
  - 6.5.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;
  - 6.5.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;
  - 6.6.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 to support an appropriate response;
  - 6.8.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 effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;
  - 6.9.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 how the use of text structure contributes to the author's purpose;
  - 6.9.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. describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;
- **LITERARY GENRES**
  - 6.8.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. demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;
- **FIGURATIVE LANGUAGE**
  - 6.5.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;


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- 6.9.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. describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;
- 6.9.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 use of language contributes to mood and voice; and

- **NARRATIVE TECHNIQUES**
  - 6.5.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;
  - 6.9.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 how the use of text structure contributes to the author's purpose;
  - 6.9.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. describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;
  - 6.9.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 use of language contributes to mood and voice; and
  - 6.8.C: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze how playwrights develop characters through dialogue and staging;

### Unit 4: Reading Strategies 1

- **MAIN IDEA AND SUMMARY**
  - 6.5.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;


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- 6.6.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 sources within and across genres;
- 6.6.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;
- 6.8.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 text, including: the controlling idea or thesis with supporting evidence;

- **MAKING INFERENCES**
  - 6.5.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;
  - 6.6.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 to support an appropriate response;
  - 6.6.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;

## Unit 5: Reading Strategies 2

- **SYNTHESIZING INFORMATION**
  - 6.5.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;
  - 6.5.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;
  - 6.5.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 to create new understanding; and
  - 6.6.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 to support an appropriate response;
  - 6.8.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


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within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence;

- **INDEPENDENT READING**
  - 6.5.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;
  - 6.5.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;
  - 6.9.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. analyze the author's use of print and graphic features to achieve specific purposes;
- **USING GRAPHICS**
  - 6.9.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. analyze the author's use of print and graphic features to achieve specific purposes;

## Unit 6: Analyzing Literature 1

- **COMPARING NARRATIVES**
  - 6.5.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;
  - 6.5.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;
  - 6.9.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. describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;
- **HISTORICAL CONTEXT AND AUTHOR'S PURPOSE**
  - 6.6.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.


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

- 6.6.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 to support an appropriate response;
- 6.9.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. explain the author's purpose and message within a text;

### Unit 7: Analyzing Literature 2

- **LITERARY CONTEXT**
  - 6.5.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;
  - 6.5.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;
  - 6.6.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 to support an appropriate response;
  - 6.7.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. infer multiple themes within and across texts using text evidence;
  - 6.7.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, including historical and cultural settings, influences character and plot development.

### Unit 8: Analyzing Informational Texts

- **TEXT STRUCTURES**
  - 6.5.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;
  - 6.5.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;


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- 6.6.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;
- 6.8.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 text, including: the controlling idea or thesis with supporting evidence;
- 6.8.D.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 informational text, including: organizational patterns such as definition, classification, advantage, and disadvantage;
- 6.9.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. explain the author's purpose and message within a text;
- 6.9.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 how the use of text structure contributes to the author's purpose;

- **SUPPORTING AN ARGUMENT**
  - 6.9.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 differences between rhetorical devices and logical fallacies.
  - 6.10.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 uses appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea reflecting depth of thought with specific facts and details;
- **TECHNICAL DOCUMENTS**
  - 6.9.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. explain the author's purpose and message within a text;


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- 6.9.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 how the use of text structure contributes to the author's purpose;
- 6.11.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 that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

## Unit 9: Writing 1

- **SHORT NARRATIVES**
  - 6.9.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. explain the author's purpose and message within a text;
  - 6.10.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 uses appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
- **ARGUMENTATIVE ESSAYS**
  - 6.8.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 text, including: the controlling idea or thesis with supporting evidence;
  - 6.10.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 uses appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
  - 6.11.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 multi-paragraph argumentative texts using genre characteristics and craft; and
- **EXPOSITORY ESSAYS**
  - 6.8.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze


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characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence;

- 6.8.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 text, including: features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and
- 6.8.D.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 informational text, including: organizational patterns such as definition, classification, advantage, and disadvantage;
- 6.10.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 uses appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
- 6.11.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, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;

## Unit 10: Writing 2

- **INTRODUCTIONS**
  - 6.10.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 uses appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
- **CONCLUSIONS**
  - 6.10.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 uses appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
- **TRANSITIONS**
  - 6.10.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 uses appropriate conventions. develop drafts into a focused, structured, and coherent piece of


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writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and

- 6.10.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 uses appropriate conventions. revise drafts for clarity, development, organization, style, word choice, and sentence variety;

## Unit 11: Writing Skills

- **PLANNING AND ORGANIZING AN ESSAY**
  - 6.10.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 uses appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
  - 6.10.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 uses appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea reflecting depth of thought with specific facts and details;
  - 6.10.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 uses appropriate conventions. revise drafts for clarity, development, organization, style, word choice, and sentence variety;
- **REVISING AND EDITING AN ESSAY**
  - 6.10.D.vii: 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 uses appropriate conventions. edit drafts using standard English conventions, including: capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;

## Unit 12: Sentence Structure

- **SENTENCE TYPES**
  - 6.10.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 uses appropriate conventions. edit drafts using standard English conventions, including: complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
- **PHRASES**
  - 6.10.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 uses appropriate conventions. edit drafts using standard English conventions, including: prepositions and prepositional phrases and their influence on subject-verb agreement;


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- **PUNCTUATION**
  - 6.10.D.viii: 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 uses appropriate conventions. edit drafts using standard English conventions, including: punctuation marks, including commas in complex sentences, transitions, and introductory elements; and

### Unit 13: Usage 1

- **PRONOUNS**
  - 6.10.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 uses appropriate conventions. edit drafts using standard English conventions, including: pronouns, including relative;
- **COMMONLY CONFUSED WORDS**
  - 6.10.D.ix: 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 uses appropriate conventions. edit drafts using standard English conventions, including: correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and
- **VERBS**
  - 6.10.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 uses appropriate conventions. edit drafts using standard English conventions, including: consistent, appropriate use of verb tenses;

### Unit 14: Usage 2

- **CONJUNCTIONS**
  - 6.10.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 uses appropriate conventions. edit drafts using standard English conventions, including: conjunctive adverbs;
  - 6.10.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 uses appropriate conventions. edit drafts using standard English conventions, including: subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;
- **COMMAS**
  - 6.10.D.viii: 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 uses appropriate conventions. edit drafts using standard English conventions, including:


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punctuation marks, including commas in complex sentences, transitions, and introductory elements; and

## Unit 15: Word Meanings

- **USING CONTEXTUAL CLUES**
  - 6.2.B: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. use context such as definition, analogy, and examples to clarify the meaning of words; and
- **WORD RELATIONSHIPS**
  - 6.2.B: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. use context such as definition, analogy, and examples to clarify the meaning of words; and
- **WORD ROOTS**
  - 6.2.C: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.
- **USING REFERENCE MATERIALS**
  - 6.2.A: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;

## Unit 16: 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**


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