

Tutorials are designed specifically for the Virginia Standards of Learning to prepare students for the Standards of Learning tests.

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, argumentative, 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: Communication

- **DISCUSSION GUIDELINES**

- 11.C.1.A.i: Applying a variety of strategies to listen actively and speak purposefully and respectfully.
- 11.C.1.A.ii: Demonstrating the ability to work effectively by coming to a consensus, exercising flexibility, making necessary compromises, and presenting alternate views.
- 11.C.1.A.iii: Responding thoughtfully and tactfully with evidence to diverse perspectives.
- 11.C.1.A.iv: Summarizing points of agreement and disagreement.
- 11.C.1.A.v: Assessing, evaluating critically, and using information accurately to fulfill a task.
- 11.C.1.A.vi: Using reflection to evaluate one's own role in the group process in small-group activities.

- **ARGUMENTATIVE CLAIMS**

- 11.C.2.A.i: Selecting the modes and purposes for presentations and synthesizing multiple streams of information.

- 11.C.3.C: Monitor, organize, analyze, and synthesize multiple streams of simultaneous information to create a summary or formulate a position.
- **RHETORICAL TECHNIQUES**
 - 11.C.2.A.iv: Utilizing rhetorical techniques (e.g., ethos, pathos, and logos), repetition, and figurative language to deliver a message.
- **ANALYZING AND DEVELOPING A SPEECH**
 - 11.C.2.A.i: Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
 - 11.C.2.A.ii: Choosing diction and tone appropriate to the topic, audience, and purpose.
 - 11.C.2.A.vi: Evaluating the content and effectiveness of presentations; that includes the introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.

Unit 2: Media Analysis

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
 - 11.C.2.A.i: Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
 - 11.C.3.A: Create, publish, and deliver multimodal presentations and pieces aimed at a variety of audiences and with different purposes, incorporating spoken or written components.
 - 11.C.3.B: Demonstrate understanding of multimodal literacy by identifying and evaluating elements such as authorship, format, audience, content, and purpose.
 - 11.C.3.D: Ethically, purposefully, and strategically incorporate multimodal tools including the Internet and varying technology.
- **PRINT AND NONPRINT TEXTS**
 - 11.C.3.A: Create, publish, and deliver multimodal presentations and pieces aimed at a variety of audiences and with different purposes, incorporating spoken or written components.
 - 11.C.4.A: Analyze the sources and viewpoint(s) of publications including advertisements, editorials, blogs, and websites.
- **FORMAL AND INFORMAL LANGUAGE**
 - 11.C.4.B: Analyze and critique how media reach the targeted audience for specific purposes.
 - 11.W.1.D: Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
- **EVALUATING THE MEDIA**
 - 11.C.4.A: Analyze the sources and viewpoint(s) of publications including advertisements, editorials, blogs, and websites.

- 11.C.4.C: Analyze, compare, and contrast visual and verbal media messages for content (e.g., word choice and choice of information), intent (e.g., persuasive techniques), impact (e.g., public opinion trends), and effectiveness (e.g., effect on the audience).
- 11.R.1.C: Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations. That includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.

Unit 3: Vocabulary Development

- **USING CONTEXTUAL CLUES**

- 11.RV.1.A: Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
- 11.RV.1.B: Use context and sentence structure to clarify the meanings of words and phrases.
- 11.RV.1.G: Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

- **CONNOTATION AND DENOTATION**

- 11.RV.1.A: Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
- 11.RV.1.D: Analyze the nuances in the meaning of words with similar denotations (e.g., clever, cunning, brainy).

Unit 4: Analyzing Language

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

- 11.RV.1.E: Explain and analyze idiomatic language in context.

Unit 5: Elements of Literature 1

- **IMAGERY**

- 11.RL.2.C: Critique how authors use key literary devices (e.g., imagery, personification, symbolism) to contribute to the meaning of a text, including its character development, theme, conflict, and archetypes.

- **ALLUSION**

- 11.RL.3.B: Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.
- 11.RV.1.F: Explain the meaning of figurative language and literary and classical allusions and analyze their role in texts.

- **USING SOCIAL AND HISTORICAL CONTEXT**

- 11.RL.3.A: Explain the influence of the historical and cultural context on form, style, and point of view of texts that represent diverse voices and perspectives.

- **ANALYZING AUTHOR'S PERSPECTIVE**

- 11.RL.3.C: Analyze how authors' attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts.

Unit 6: Elements of Literature 2

- **HYPERBOLE AND UNDERSTATEMENT**

- 11.RI.2.C: Recognize and analyze the author's purpose and impact of ambiguity, contradiction, paradox, oxymoron, irony, sarcasm, overstatement, and understatement in informational texts.
- 11.RL.2.D: Analyze the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.

- **IRONY AND SARCASM**

- 11.RI.2.C: Recognize and analyze the author's purpose and impact of ambiguity, contradiction, paradox, oxymoron, irony, sarcasm, overstatement, and understatement in informational texts.
- 11.RL.2.D: Analyze the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.

- **SATIRE AND PARADOX**

- 11.RL.2.D: Analyze the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.

Unit 7: Poetry

- **RHYME SCHEME**

- 11.RL.2.A: Interpret and analyze how the sound and imagery of poetry support the subject, mood, form, and theme and appeal to the reader's senses.

- **RHYTHM AND METER**

- 11.RL.2.A: Interpret and analyze how the sound and imagery of poetry support the subject, mood, form, and theme and appeal to the reader's senses.

Unit 8: Drama

- **DRAMATIC CONVENTIONS**

- 11.RL.1.D: Analyze and evaluate how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.

Unit 9: Analyzing Nonfiction

- **ANALYZING EFFECTIVE TEXT STRUCTURES**

- 11.RI.2.A: Examine how textual elements and organizational patterns contribute to meaning and the author's purpose.

- **ANALYZING INTERPRETATIONS OF NONFICTION**

- 11.RI.2.A: Examine how textual elements and organizational patterns contribute to meaning and the author's purpose.
- 11.RI.3.B: Compare and contrast informational and technical texts for intent, content, and clarity.

Unit 10: Foundational American Literature

- **FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY**

- 11.RL.1.A: Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in American literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras.

- **FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY**

- 11.RL.1.A: Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in American literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras.

- **FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY**

- 11.RL.1.A: Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in American literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras.

Unit 11: Textual Analysis

- **INDUCTIVE AND DEDUCTIVE REASONING**

- 11.RI.1.B: Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

- **TECHNICAL DOCUMENTS**

- 11.RI.1.A: Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents.
- 11.RI.2.B: Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.
- 11.RI.3.B: Compare and contrast informational and technical texts for intent, content, and clarity.

Unit 12: Writing for Different Purposes

- **SUMMARY, ANALYSIS, AND CRITIQUE**

- 11.W.1.D: Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

- **PERSONAL NARRATIVES**

- 11.W.1.D: Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

Unit 13: Building an Essay

- **DETERMINING APPROPRIATE ESSAY FORMAT**

- 11.W.1.A.ii: Adopt an organizational structure that clarifies relationships among ideas and concepts.

- **TEXT STRUCTURES AND DEVELOPMENT**

- 11.W.3.B: Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

- **TRANSITIONAL ELEMENTS**

- 11.W.2.A.iv: Applying varied transitions and sentence structures to connect ideas within and across paragraphs.

- **CONCLUSIONS**

- 11.W.1.A.iv: Provide a concluding section that follows from the information or explanation presented.

Unit 14: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**

- 11.W.1.A.i: Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
- 11.W.2.A.i: Composing a thesis statement that clearly communicates the writer's position or assertion.

- **EXPOSITORY ESSAYS**

- 11.RI.1.A: Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents.
- 11.RI.2.B: Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.
- 11.W.1.C: Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

Unit 15: Persuasive Writing

- **PERSUASIVE THESIS STATEMENTS**

- 11.W.1.A.i: Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
- 11.W.1.B.i: Develop a thesis that demonstrates knowledgeable judgments.
- 11.W.2.A.i: Composing a thesis statement that clearly communicates the writer's position or assertion.

- **PERSUASIVE PARAGRAPH DEVELOPMENT**

- 11.W.1.A.iii: Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

- 11.W.2.A.ii: Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
- **CLAIMS AND COUNTERCLAIMS**
 - 11.C.2.A.v: Anticipating and addressing alternative or opposing perspectives and counterclaims using counter arguments and rebuttals, as appropriate.
 - 11.R.1.D: Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.
 - 11.RI.1.C: Evaluate the relevance and quality of an author's premises, claims, counterclaims, and evidence by corroborating or challenging them with other information.
 - 11.W.1.B.iv: Organize claims, counterclaims, and evidence in a sustained and logical sequence that explains how the credible evidence supports well-defined points of view.

Unit 16: Revision Considerations

- **REVISING AND EDITING**
 - 11.W.3.C: Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
 - 11.W.3.D: Write and revise to a standard acceptable both in the workplace and in post-secondary education.
- **UNITY AND FOCUS**
 - 11.W.3.A: Revise writing for clarity of content, accuracy, and depth of information.
- **WORDINESS AND REDUNDANCY**
 - 11.W.2.A.v: Elaborating ideas clearly through purposeful and precise word choice.
 - 11.W.3.A: Revise writing for clarity of content, accuracy, and depth of information.

Unit 17: Sentence Structure

- **SENTENCE STRUCTURE**
 - 11.LU.1.B: Use complex sentence structure to infuse sentence variety in writing.
- **ACTIVE AND PASSIVE VOICE**
 - 11.LU.1.C: Differentiate and apply active and passive voice to convey a desired effect in speaking and writing.

Unit 18: Phrases

- **PREPOSITIONAL AND INFINITIVE PHRASES**
 - 11.LU.1.A: Use verbal phrases to achieve sentence conciseness and variety in speaking and writing.
- **GERUND AND PARTICIPIAL PHRASES**
 - 11.LU.1.A: Use verbal phrases to achieve sentence conciseness and variety in speaking and writing.

Unit 19: Language Conventions

- **COMMAS WITH PHRASES AND CLAUSES**

- 11.LU.2.A: Use commas, semi-colons, and colons correctly in complex sentences in writing.
- **COLONS AND SEMICOLONS**
- 11.LU.2.A: Use commas, semi-colons, and colons correctly in complex sentences in writing.
- **USING STYLE MANUALS**
- 11.LU.2.B: Write and edit work so that it conforms to the guidelines in style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- **SPELLING RULES**
- 11.LU.2.C: Spell correctly, consulting reference materials to check as needed.

Unit 20: Research

- **REFINING A RESEARCH QUESTION**
- 11.R.1.A: Formulate and revise questions about a research topic broadening or narrowing the inquiry as necessary.
- **GATHERING INFORMATION**
- 11.R.1.B: Gather and organize information from various sources.
- 11.W.1.A.iii: Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
- 11.W.1.B.ii: Interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer's position or assertion.
- **SYNTHESIZING IDEAS**
- 11.C.2.A.i: Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
- 11.R.1.D: Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.
- **AVOIDING PLAGIARISM**
- 11.R.1.F: Cite primary and secondary sources for quoted and paraphrased ideas using a standard method of documentation such as the Modern Language Association (MLA) or American Psychological Association (APA).
- 11.R.1.G: Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- 11.W.2.A.iii: Effectively contextualizing evidence from sources with proper introduction and thorough explanation.

Unit 21: Gathering and Evaluating Evidence

- **TYPES OF EVIDENCE**
- 11.W.1.A.iii: Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to

the audience's knowledge.

- **ANALYZING CONFLICTING EVIDENCE**

- 11.RI.3.A: Analyze information within and between paired passages for similar and conflicting ideas and how authors reach similar or different conclusions.