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**
  - 9.C.1.A.i: Applying a variety of strategies to listen actively and speak purposefully and respectfully.
  - 9.C.1.A.ii: Setting guidelines for group presentations and discussions.
  - 9.C.1.A.iii: Incorporating all group members in the development of new understandings, making decisions, and solving problems.
  - 9.C.1.A.iv: Setting clear goals and deadlines and defining individual roles as needed.
  - 9.C.1.A.v: Responding thoughtfully and tactfully with evidence to diverse perspectives, including challenging, clarifying, or verifying ideas and conclusions.
  - 9.C.1.A.vi: Summarizing points of agreement and disagreement.
  - 9.C.1.A.vii: Using reflection to evaluate one's own role and the process in paired or small-group activities.

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- **PRINT AND NONPRINT TEXTS**
  - 9.C.4.A: Determine the purpose of the media message and its effect on the audience.
  - 9.C.3.A: Make strategic use of multimodal tools.
  - 9.C.3.B: Monitor, analyze, and use multiple streams of simultaneous information.
  - 9.C.4.D: Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
  - 9.C.4.F: Identify the possible cause and effect relationships between mass media coverage and public opinion trends in media messages.
- **EVALUATING THE MEDIA**
  - 9.C.3.C: Create media messages for diverse audiences and purposes.
  - 9.C.4.A: Determine the purpose of the media message and its effect on the audience.
  - 9.C.4.E: Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
- **ANALYZING AND DEVELOPING A SPEECH**
  - 9.C.2.A.i: Choosing vocabulary, language and tone appropriate to the topic, audience, and purpose.
  - 9.C.2.A.iii: Analyzing the effectiveness of one's presentation, including introduction, central idea, organization, and conclusion.

Unit 2: Vocabulary Development

- **ROOTS, PREFIXES, AND SUFFIXES**
  - 9.RV.1.C: Use structural analysis of roots, affixes, and etymology to explain the meanings of unfamiliar and complex words.
  - 9.RV.1.A: Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
  - 9.RV.1.G: Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.
- **USING CONTEXT CLUES**
  - 9.RV.1.A: Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
  - 9.RV.1.B: Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
  - 9.RV.1.G: Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.
- **TECHNICAL LANGUAGE**

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- 9.RV.1.A: Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

- **CHANGING LANGUAGE CONVENTIONS**
  - 9.RV.1.C: Use structural analysis of roots, affixes, and etymology to explain the meanings of unfamiliar and complex words.

Unit 3: Analyzing Language

- **CONNOTATION AND DENOTATION**
  - 9.RV.1.A: Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
  - 9.RV.1.D: Discriminate between the connotative and denotative meanings and interpret the connotation(s).
- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - 9.RV.1.E: Identify and explain idiomatic language in context.
- **FIGURATIVE LANGUAGE**
  - 9.RV.1.B: Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
- **ALLUSIONS**
  - 9.RV.1.F: Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts.

Unit 4: Elements of Literature 1

- **PLOT**
  - 9.RL.1.A: Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
  - 9.RL.3.B: Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters.
- **EXPLORING SETTING**
  - 9.RL.1.A: Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
  - 9.RL.3.B: Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters.
- **POINT OF VIEW**
  - 9.RL.2.C: Explain the point of view and distinguish between what is implied or intended because of the use of hyperbole, irony, sarcasm, and understatement.
- **CHARACTER TYPES**

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- 9.RL.1.A: Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
- 9.RL.1.C: Differentiate between character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme.

Unit 5: Elements of Literature 2

- **WORD CHOICE**
  - 9.RL.2.B: Explain how an author's specific word choices, syntax, tone, and voice shape the meaning of the text.
- **THEME**
  - 9.RL.1.A: Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
- **TONE AND MOOD**
  - 9.RL.2.B: Explain how an author's specific word choices, syntax, tone, and voice shape the meaning of the text.

Unit 6: Literary Devices

- **HYPERBOLE AND UNDERSTATEMENT**
  - 9.RL.2.C: Explain the point of view and distinguish between what is implied or intended because of the use of hyperbole, irony, sarcasm, and understatement.
- **IRONY**
  - 9.RL.2.C: Explain the point of view and distinguish between what is implied or intended because of the use of hyperbole, irony, sarcasm, and understatement.
- **IRONY AND SARCASM**
  - 9.RL.2.C: Explain the point of view and distinguish between what is implied or intended because of the use of hyperbole, irony, sarcasm, and understatement.

Unit 7: Analyzing Poetry

- **RHYME AND SOUND DEVICES**
  - 9.RL.2.A: Analyze the use of rhyme, rhythm, sound, imagery, and other literary devices in poetry to convey a message and elicit a reader's emotions.
- **RHYTHM AND METER**
  - 9.RL.2.A: Analyze the use of rhyme, rhythm, sound, imagery, and other literary devices in poetry to convey a message and elicit a reader's emotions.
- **IMAGERY**
  - 9.RL.2.A: Analyze the use of rhyme, rhythm, sound, imagery, and other literary devices in poetry to convey a message and elicit a reader's emotions.

Unit 8: Style, Purpose, and Perspective

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- **ANALYZING AUTHOR'S STYLE**
  - 9.RL.2.B: Explain how an author's specific word choices, syntax, tone, and voice shape the meaning of the text.
- **DETERMINING AUTHOR'S PURPOSE**
  - 9.RI.1.A: Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.
- **AUTHORS' PERSPECTIVES AND CLAIMS**
  - 9.RI.3.B: Evaluate the clarity and accuracy of information found in informational texts, corroborating or challenging conclusions with other sources of information.
  - 9.W.2.A.iv: Using background knowledge to expand ideas and add depth, utilizing reference materials when necessary.

Unit 9: Conclusions and Context

- **IMPLIED MAIN IDEA**
  - 9.RI.1.A: Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.
- **USING SOCIAL AND HISTORICAL CONTEXT**
  - 9.RL.3.A: Describe how the historical or social function of a text depends on its context (e.g., cultural, situational, historical, geographical).

Unit 10: Rhetorical Devices

- **RHETORICAL TECHNIQUES**
  - 9.RI.2.B: Analyze an author's word choice and use of rhetorical devices to persuade or convince an audience.
- **PERSUASIVE APPEALS AND PARAGRAPHS**
  - 9.RI.2.C: Analyze how authors use rhetorical devices to create ethos, logos, and pathos and impact the reader.
  - 9.W.2.A.iii: Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas.
  - 9.W.2.A.ii: Establishing, supporting, and maintaining a central idea with evidence throughout a piece of writing, organizing ideas in a logical sequence to exhibit unity.

Unit 11: Genre Analysis

- **GENRE AND THEME**
  - 9.RL.1.B: Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style.

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- **LITERARY ESSAYS**
  - 9.RL.1.B: Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style.
- **DRAMATIC CONVENTIONS**
  - 9.RL.1.D: Identify and describe 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 12: Analyzing Texts

- **LITERARY AND INFORMATIONAL TEXTS**
  - 9.RL.1.B: Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style.
- **TECHNICAL DOCUMENTS**
  - 9.RI.2.A: Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.
- **VISUAL AIDS**
  - 9.RI.1.B: Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.

Unit 13: Writing for Different Purposes and Audiences

- **INTRODUCTION TO TEXT STRUCTURES**
  - 9.RI.2.A: Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.
- **TEXT STRUCTURES AND DEVELOPMENT**
  - 9.W.2.A.ii: Establishing, supporting, and maintaining a central idea with evidence throughout a piece of writing, organizing ideas in a logical sequence to exhibit unity.
- **PERSONAL NARRATIVES**
  - 9.W.1.C: Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - 9.DSR.E: Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

Unit 14: Building an Essay

- **INTRODUCTIONS**

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- 9.W.1.A.i: Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

- **TRANSITIONAL ELEMENTS**
  - 9.W.2.A.iii: Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas.
  - 9.W.1.A.ii: Adopt an organizational structure that clarifies relationships among ideas and concepts.
- **CONCLUSIONS**
  - 9.W.1.A.iv: Provide a concluding section that follows from the information or explanation presented.

Unit 15: Expository and Persuasive Writing

- **EXPOSITORY THESIS STATEMENTS**
  - 9.W.1.A.i: Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
  - 9.W.2.A.i: Composing a thesis statement that clearly communicates the writer's position or assertion.
- **EXPOSITORY ESSAYS**
  - 9.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.
- **PERSUASIVE THESIS STATEMENTS**
  - 9.W.1.A.i: Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
  - 9.W.2.A.i: Composing a thesis statement that clearly communicates the writer's position or assertion.
- **ANALYZING AN ARGUMENT**
  - 9.RI.2.C: Analyze how authors use rhetorical devices to create ethos, logos, and pathos and impact the reader.
  - 9.W.1.B: Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

Unit 16: Revision Considerations

- **UNITY AND FOCUS**
  - 9.W.2.A.ii: Establishing, supporting, and maintaining a central idea with evidence throughout a piece of writing, organizing ideas in a logical sequence to exhibit unity.
  - 9.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.
  - 9.W.3.A: Revise writing for clarity of content, accuracy, and adequate elaboration.
- **WORDINESS AND REDUNDANCY**

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- 9.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.
- 9.W.3.A: Revise writing for clarity of content, accuracy, and adequate elaboration.

- **ESTABLISHING A FORMAL STYLE**
  - 9.W.2.A.iii: Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas.
- **REVISING AND EDITING**
  - 9.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.
  - 9.W.3.C: Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

Unit 17: Sentence Structure

- **SENTENCE STRUCTURE**
  - 9.W.2.A.iii: Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas.
  - 9.LU.1.B: Craft and apply a variety of sentence structures to infuse sentence variety in writing.
  - 9.LU.1.E: Maintain consistent verb tense when speaking and writing.
- **PARALLELISM AND VERB TENSE**
  - 9.LU.1.A: Use parallel structure across sentences and paragraphs to link and compare/contrast ideas in writing and speaking.
- **ACTIVE AND PASSIVE VOICE**
  - 9.LU.1.C: Use and apply the active and passive voice as appropriate when speaking and writing.

Unit 18: Phrases and Clauses

- **APPOSITIVE AND ABSOLUTE PHRASES**
  - 9.LU.1.D: Use appositives and main and subordinate clauses to convey and clarify a message when speaking and writing.
- **CLAUSES**
  - 9.LU.1.D: Use appositives and main and subordinate clauses to convey and clarify a message when speaking and writing.

Unit 19: Punctuation

- **COLONS AND SEMICOLONS**
  - 9.LU.2.A: Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.
- **COMMAS WITH PHRASES AND CLAUSES**

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- 9.LU.2.A: Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.

- **SPELLING RULES**
  - 9.LU.2.C: Spell correctly, consulting reference materials to check as needed.
- **USING STYLE MANUALS**
  - 9.LU.2.B: Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) to apply rules for citing sources.

Unit 20: Research

- **REFINING A RESEARCH QUESTION**
  - 9.R.1.A: Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.
- **GATHERING INFORMATION**
  - 9.R.1.B: Gather and organize information from various sources, including internet resources, electronic databases, and other technology.
- **SYNTHESIZING IDEAS**
  - 9.R.1.D: Synthesize multiple streams of information to support claims and introduce counterclaims.
- **AVOIDING PLAGIARISM**
  - 9.R.1.F: Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).
  - 9.R.1.G: Define plagiarism's meaning and legal consequences and follow ethical and legal guidelines for gathering and using information.

Unit 21: Facts and Evidence

- **FACT V. OPINION**
  - 9.RI.1.C: Distinguish among, facts, reasoned judgments, and/or speculation in texts to determine where a position/argument is to be confirmed, disproved, or modified.
- **EVALUATING EVIDENCE**
  - 9.RI.3.B: Evaluate the clarity and accuracy of information found in informational texts, corroborating or challenging conclusions with other sources of information.
- **CLAIMS AND COUNTERCLAIMS**
  - 9.W.2.A.v: Identifying and addressing counterarguments and providing a rebuttal where appropriate.
  - 9.R.1.D: Synthesize multiple streams of information to support claims and introduce counterclaims.

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