

SOL EOC Tutorials for Virginia 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, 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: Media Analysis

### • INTEGRATING GRAPHICS AND MULTIMEDIA

- 9.8.a: Research The student will use print, electronic databases, online resources, and other media to access information to create a research product. Use technology as a tool for research to organize, evaluate, and communicate information.
- 10.8.a: Research The student will collect, evaluate, organize, and present information to create a research product. Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
- 11.8.a: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Use technology as a tool to research, organize, evaluate, and communicate information.

### • PRINT AND NONPRINT TEXTS

- 9.8.a: Research The student will use print, electronic databases, online resources, and other media to access information to create a research product. Use technology as a tool for research to organize, evaluate, and communicate information.
- 10.8.a: Research The student will collect, evaluate, organize, and present information to create a research product. Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
- 11.8.a: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Use technology as a tool to research, organize, evaluate, and communicate information.

## Unit 2: Author's Voice and Method 1

### • ANALYZING AUTHOR'S PERSPECTIVE

- 10.8.d: Research The student will collect, evaluate, organize, and present information to create a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- 11.8.e: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- 9.8.e: Research The student will use print, electronic databases, online resources, and other media to access information to create a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

### • IMAGERY

- 9.6.e: Writing The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. Elaborate ideas clearly through word choice and vivid description.
- 10.6.c: Writing The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. Elaborate ideas clearly through word choice and vivid description.

### • FORMAL AND INFORMAL LANGUAGE

- 9.6.e: Writing The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. Elaborate ideas clearly through word choice and vivid description.
- 10.6.c: Writing The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. Elaborate ideas clearly through word choice and vivid description.
- 11.6.e: Writing The student will write in a variety of forms, with an emphasis on persuasion. Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.

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**Unit 3: Author's Voice and Method 2****• SENTENCE STYLE**

- 9.6.d: Writing The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. Write clear, varied sentences using specific vocabulary and information.
- 10.6.d: Writing The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. Write clear and varied sentences, clarifying ideas with precise and relevant evidence.

**• TONE AND MOOD**

- 9.6.e: Writing The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. Elaborate ideas clearly through word choice and vivid description.
- 10.6.c: Writing The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. Elaborate ideas clearly through word choice and vivid description.
- 11.6.e: Writing The student will write in a variety of forms, with an emphasis on persuasion. Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.

**• WORD CHOICE**

- 9.6.e: Writing The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. Elaborate ideas clearly through word choice and vivid description.
- 10.6.c: Writing The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. Elaborate ideas clearly through word choice and vivid description.
- 11.6.e: Writing The student will write in a variety of forms, with an emphasis on persuasion. Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.

**Unit 4: Building an Essay 1****• DETERMINING AN APPROPRIATE ESSAY FORMAT**

- 9.6.b: Writing The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. Plan and organize writing to address a specific audience and purpose.
- 10.6.a: Writing The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
- 11.6.a: Writing The student will write in a variety of forms, with an emphasis on persuasion. Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.

- **PREWRITING**

- 9.6.a: Writing The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. Generate, gather, and organize ideas for writing.
- 10.6.a: Writing The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
- 11.6.a: Writing The student will write in a variety of forms, with an emphasis on persuasion. Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.

- **INTEGRATING QUOTES AND COMMENTARY**

- 9.8.f: Research The student will use print, electronic databases, online resources, and other media to access information to create a research product. Credit the sources of quoted, paraphrased, and summarized ideas.

## Unit 5: Building an Essay 2

- **INTRODUCTIONS**

- 10.6.e: Writing The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. Organize ideas into a logical sequence using transitions.

- **CONCLUSIONS**

- 10.6.e: Writing The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. Organize ideas into a logical sequence using transitions.

- **TEXT STRUCTURES AND DEVELOPMENT**

- 11.6.c: Writing The student will write in a variety of forms, with an emphasis on persuasion. Organize ideas in a sustained and logical manner.
- 11.8.f: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Synthesize and present information in a logical sequence.
- 9.6.f: Writing The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. Arrange paragraphs into a logical progression.

- **TRANSITIONAL ELEMENTS**

- 10.6.e: Writing The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. Organize ideas into a logical sequence using transitions.
- 9.6.g: Writing The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. Use transitions between paragraphs and ideas.

## Unit 6: Expository Writing

### • EXPOSITORY THESIS STATEMENTS

- 9.6.c: Writing The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. Communicate clearly the purpose of the writing using a thesis statement where appropriate.
- 10.8.b: Research The student will collect, evaluate, organize, and present information to create a research product. Develop the central idea or focus.

### • EXPOSITORY PARAGRAPH DEVELOPMENT

- 9.6.f: Writing The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. Arrange paragraphs into a logical progression.

## Unit 7: Persuasive Writing 1

### • PERSUASIVE THESIS STATEMENTS

- 9.6.c: Writing The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. Communicate clearly the purpose of the writing using a thesis statement where appropriate.
- 10.8.b: Research The student will collect, evaluate, organize, and present information to create a research product. Develop the central idea or focus.

### • PERSUASIVE PARAGRAPH DEVELOPMENT

- 9.6.f: Writing The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. Arrange paragraphs into a logical progression.
- 11.6.b: Writing The student will write in a variety of forms, with an emphasis on persuasion. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
- 11.6.d: Writing The student will write in a variety of forms, with an emphasis on persuasion. Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
- 11.6.c: Writing The student will write in a variety of forms, with an emphasis on persuasion. Organize ideas in a sustained and logical manner.

## Unit 8: Persuasive Writing 2

### • CLAIMS AND COUNTERCLAIMS

- 11.6.b: Writing The student will write in a variety of forms, with an emphasis on persuasion. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.

### • PERSUASIVE ESSAYS

- 11.6.b: Writing The student will write in a variety of forms, with an emphasis on persuasion. Produce arguments in writing developing a thesis that demonstrates knowledgeable

judgments, addresses counterclaims, and provides effective conclusions.

- 11.6.c: Writing The student will write in a variety of forms, with an emphasis on persuasion. Organize ideas in a sustained and logical manner.
- 11.6.d: Writing The student will write in a variety of forms, with an emphasis on persuasion. Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
- 9.6.f: Writing The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. Arrange paragraphs into a logical progression.

### Unit 9: Revising and Editing 1

#### • REVISING AND EDITING

- 11.8.i: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

### Unit 10: Revising and Editing 2

#### • UNITY AND FOCUS

- 9.6.h: Writing The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. Revise writing for clarity of content, accuracy and depth of information.
- 10.6.f: Writing The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. Revise writing for clarity of content, accuracy, and depth of information.
- 11.6.f: Writing The student will write in a variety of forms, with an emphasis on persuasion. Revise writing for clarity of content, accuracy and depth of information.
- 11.8.h: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Revise writing for clarity of content, accuracy, and depth of information.

#### • WORDINESS AND REDUNDANCY

- 9.6.h: Writing The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. Revise writing for clarity of content, accuracy and depth of information.
- 10.6.f: Writing The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. Revise writing for clarity of content, accuracy, and depth of information.
- 11.6.f: Writing The student will write in a variety of forms, with an emphasis on persuasion. Revise writing for clarity of content, accuracy and depth of information.
- 11.8.h: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Revise writing for clarity of content,

accuracy, and depth of information.

## Unit 11: Research

### • REFINING A RESEARCH QUESTION

- 9.8.b: Research The student will use print, electronic databases, online resources, and other media to access information to create a research product. Narrow the focus of a search.
- 11.8.b: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Narrow a topic and develop a plan for research.

### • GATHERING INFORMATION

- 9.8.a: Research The student will use print, electronic databases, online resources, and other media to access information to create a research product. Use technology as a tool for research to organize, evaluate, and communicate information.
- 9.8.c: Research The student will use print, electronic databases, online resources, and other media to access information to create a research product. Find, evaluate, and select appropriate sources to access information and answer questions.
- 10.8.a: Research The student will collect, evaluate, organize, and present information to create a research product. Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
- 10.8.c: Research The student will collect, evaluate, organize, and present information to create a research product. Verify the accuracy, validity, and usefulness of information.
- 11.8.a: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Use technology as a tool to research, organize, evaluate, and communicate information.
- 11.8.d: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Critically evaluate quality, accuracy, and validity of information.

### • AVOIDING PLAGIARISM

- 9.8.h: Research The student will use print, electronic databases, online resources, and other media to access information to create a research product. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- 10.8.f: Research The student will collect, evaluate, organize, and present information to create a research product. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- 11.8.j: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

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**Unit 12: Textual Analysis 1****• IMPLIED MAIN IDEA**

- 10.8.d: Research The student will collect, evaluate, organize, and present information to create a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- 11.8.e: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- 9.8.e: Research The student will use print, electronic databases, online resources, and other media to access information to create a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

**• EVALUATING EVIDENCE**

- 9.8.d: Research The student will use print, electronic databases, online resources, and other media to access information to create a research product. Verify the validity and accuracy of all information.
- 10.8.c: Research The student will collect, evaluate, organize, and present information to create a research product. Verify the accuracy, validity, and usefulness of information.
- 11.8.d: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Critically evaluate quality, accuracy, and validity of information.

**• FACT VERSUS OPINION**

- 10.8.d: Research The student will collect, evaluate, organize, and present information to create a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- 11.8.e: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- 9.8.e: Research The student will use print, electronic databases, online resources, and other media to access information to create a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

**Unit 13: Textual Analysis 2****• LOGICAL FALLACIES**

- 10.8.d: Research The student will collect, evaluate, organize, and present information to create a research product. Make sense of information gathered from diverse sources by identifying



misconceptions, main and supporting ideas, conflicting information, point of view or bias.

- 11.8.e: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- 9.8.e: Research The student will use print, electronic databases, online resources, and other media to access information to create a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

#### • SYNTHESIZING IDEAS

- 10.6.b: Writing The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. Synthesize information to support the thesis.
- 10.8.d: Research The student will collect, evaluate, organize, and present information to create a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- 11.8.e: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- 11.8.f: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Synthesize and present information in a logical sequence.
- 9.8.e: Research The student will use print, electronic databases, online resources, and other media to access information to create a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

#### • DRAWING CONCLUSIONS

- 10.8.d: Research The student will collect, evaluate, organize, and present information to create a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- 11.8.e: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- 9.8.e: Research The student will use print, electronic databases, online resources, and other media to access information to create a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

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- **SUMMARY, ANALYSIS, AND CRITIQUE**

- 10.8.d: Research The student will collect, evaluate, organize, and present information to create a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- 11.8.e: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- 9.8.e: Research The student will use print, electronic databases, online resources, and other media to access information to create a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

### Unit 14: Sentence Structure

- **SENTENCE STRUCTURE**

- 9.7.a: Writing The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.

- **ACTIVE AND PASSIVE VOICE**

- 9.7.a: Writing The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.

- **PARALLELISM AND VERB TENSE**

- 9.7.a: Writing The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.
- 9.7.b: Writing The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. Use parallel structures across sentences and paragraphs.

- **FRAGMENTS AND RUN-ONS**

- 11.8.i: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

### Unit 15: Parts of Speech and Clauses

- **NOUNS AND CAPITALIZATION**

- 11.8.i: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

- **CLAUSES**

- 9.7.c: Writing The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. Use appositives, main clauses, and subordinate clauses.

## Unit 16: Phrases

- **PREPOSITIONAL AND INFINITIVE PHRASES**

- 11.7.b: Writing The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. Use verbals and verbal phrases to achieve sentence conciseness and variety.

- **GERUND AND PARTICIPIAL PHRASES**

- 11.7.b: Writing The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. Use verbals and verbal phrases to achieve sentence conciseness and variety.

- **APPOSITIVE AND ABSOLUTE PHRASES**

- 9.7.c: Writing The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. Use appositives, main clauses, and subordinate clauses.

## Unit 17: Punctuation

- **COLONS AND SEMICOLONS**

- 10.7.b: Writing The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. Apply rules governing use of the colon.
- 11.8.i: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.
- 9.7.d: Writing The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. Use commas and semicolons to distinguish and divide main and subordinate clauses.

- **COMMAS WITH PHRASES AND CLAUSES**

- 9.7.d: Writing The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. Use commas and semicolons to distinguish and divide main and subordinate clauses.
- 11.8.i: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Edit writing for grammatically correct use

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of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

- **OTHER COMMA USAGE**

- 11.8.i: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

- **SPELLING RULES**

- 11.8.i: Research The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

### Unit 18: 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**