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**
  - 10.C.1.A.i: Applying a variety of strategies to listen actively and speak purposefully and respectfully.
  - 10.C.1.A.ii: Setting guidelines for group presentations and discussions.
  - 10.C.1.A.iii: Incorporating all group members in the development of new understandings, making decisions, and solving problems.
  - 10.C.1.A.iv: Setting clear goals and deadlines and defining individual roles as needed.
  - 10.C.1.A.v: Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
  - 10.C.1.A.vi: Summarizing points of agreement and disagreement.
  - 10.C.1.A.vii: Assessing, evaluating critically, and using information accurately for a common purpose or goal.

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- 10.C.1.A.viii: Using reflection to evaluate one's own role in the process in pairs or small-group activities.

- **ANALYZING AND DEVELOPING A SPEECH**
  - 10.C.2.A.i: Choosing vocabulary, language, and tone appropriate to the topic, audience, and purpose.
  - 10.C.2.A.iii: Evaluating the effectiveness of presentations, including the introduction, central ideas, organization, and conclusion.

Unit 2: Media Analysis

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - 10.C.3.C: Create media messages for diverse audiences and purposes.
- **PRINT AND NONPRINT TEXTS**
  - 10.C.4.A: Analyze the viewpoint of print and digital publications (e.g., advertisements, editorials, blogs, and websites).
  - 10.C.3.A: Make strategic use of multimodal tools, including using information from two or more interdependent modes of communication where both or multiple modes are essential to convey the intended message (e.g., graphics, moving images, music).
  - 10.C.3.B: Monitor, analyze, and use multiple streams of simultaneous information.
- **EVALUATING THE MEDIA**
  - 10.C.3.C: Create media messages for diverse audiences and purposes.
  - 10.C.4.A: Analyze the viewpoint of print and digital publications (e.g., advertisements, editorials, blogs, and websites).
  - 10.C.4.B: Analyze, compare, and contrast visual and verbal media messages for content (e.g., word choice and choice of information), intent (e.g., persuasive techniques, including but not limited to ad hominem, red herring, and strawman), impact (e.g., public opinion trends), and effectiveness (e.g., effect on the audience).
  - 10.C.4.C: Examine and analyze how media messages are constructed based on varying opinions, values, and viewpoints.
  - 10.C.4.D: Evaluate the motives (e.g., social, commercial, and political) behind media messages used to determine author's purpose, factual content, opinion, and/or possible bias.
  - 10.C.4.E: Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.

Unit 3: Vocabulary Development

- **ROOTS, PREFIXES, AND SUFFIXES**
  - 10.RV.1.C: Use structural analysis of roots, affixes, and etymology to clarify the meanings of unfamiliar and complex words.

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

- **USING CONTEXT CLUES**
  - 10.RV.1.A: Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
  - 10.RV.1.B: Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
- **TECHNICAL LANGUAGE**
  - 10.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**
  - 10.RV.1.C: Use structural analysis of roots, affixes, and etymology to clarify the meanings of unfamiliar and complex words.

Unit 4: Analyzing Language

- **CONNOTATION AND DENOTATION**
  - 10.RV.1.A: Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
  - 10.RV.1.D: Discriminate between the connotative and denotative meanings and interpret the connotation(s).
- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - 10.RV.1.E: Identify and explain idiomatic language in context.

Unit 5: Analyzing Theme

- **THEME**
  - 10.RL.1.A: Analyze the development of universal themes (e.g., survival of the fittest, coming of age, power of love) prevalent in world literature (e.g., short stories, poems, plays, novels, and literary nonfiction) of different cultures and eras.
- **THEMES ACROSS CULTURES**
  - 10.RL.1.A: Analyze the development of universal themes (e.g., survival of the fittest, coming of age, power of love) prevalent in world literature (e.g., short stories, poems, plays, novels, and literary nonfiction) of different cultures and eras.
  - 10.RL.3.C: Analyze the similarities and differences represented in the literature of different cultures and eras.
  - 10.W.1.C: 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 6: Elements of Literature 1

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- **TONE AND MOOD**
  - 10.RL.2.C: Analyze how authors use specific word choices, syntax, tone, and voice to convey the author's intent and viewpoint.
- **POINT OF VIEW**
  - 10.RL.2.D: Analyze point of view and distinguish between what is directly stated in a text from what is implied or intended because of the use of satire, irony, sarcasm, and understatement.
- **EPIC HEROES**
  - 10.RL.1.C: Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.

Unit 7: Elements of Literature 2

- **WORD CHOICE**
  - 10.RI.2.B: Analyze key terms (e.g., words and phrases, technical terminology) and ideas of historical, scientific, and technical texts to clarify the relationships and understandings among key concepts.
- **ANALYZING AUTHOR'S STYLE**
  - 10.RL.2.C: Analyze how authors use specific word choices, syntax, tone, and voice to convey the author's intent and viewpoint.
- **CHRONOLOGY AND SEQUENCING**
  - 10.RL.1.B: Analyze how authors structure texts to advance the plot, explaining how each event gives rise to the next or foreshadows a future event.

Unit 8: Literary Devices 1

- **FIGURATIVE LANGUAGE**
  - 10.RL.2.B: Analyze how authors use literary devices and figurative language, including allusion, allegory, and paradox to impact the meaning of the text.
  - 10.RV.1.F: Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts.
- **ALLUSIONS**
  - 10.RL.2.B: Analyze how authors use literary devices and figurative language, including allusion, allegory, and paradox to impact the meaning of the text.
  - 10.RV.1.F: Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts.
- **OXYMORON AND PARADOX**
  - 10.RL.2.B: Analyze how authors use literary devices and figurative language, including allusion, allegory, and paradox to impact the meaning of the text.
  - 10.RI.2.C: Analyze the author's purpose and impact of literary techniques such as hyperbole, analogy, and paradox as they appear in texts.

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Unit 9: Literary Devices 2

- **HYPERBOLE AND UNDERSTATEMENT**
  - 10.RL.2.D: Analyze point of view and distinguish between what is directly stated in a text from what is implied or intended because of the use of satire, irony, sarcasm, and understatement.
  - 10.RI.2.C: Analyze the author's purpose and impact of literary techniques such as hyperbole, analogy, and paradox as they appear in texts.
- **IRONY**
  - 10.RL.2.D: Analyze point of view and distinguish between what is directly stated in a text from what is implied or intended because of the use of satire, irony, sarcasm, and understatement.
- **SATIRE AND PARADOX**
  - 10.RL.2.B: Analyze how authors use literary devices and figurative language, including allusion, allegory, and paradox to impact the meaning of the text.
  - 10.RL.2.D: Analyze point of view and distinguish between what is directly stated in a text from what is implied or intended because of the use of satire, irony, sarcasm, and understatement.

Unit 10: Poetry and Drama

- **RHYME AND SOUND DEVICES**
  - 10.RL.2.A: Explain the overall structure of a poem, including how each successive part builds on earlier sections and how rhyme, rhythm, sound, and imagery convey a message and elicit a reader's emotions.
- **RHYTHM AND METER**
  - 10.RL.2.A: Explain the overall structure of a poem, including how each successive part builds on earlier sections and how rhyme, rhythm, sound, and imagery convey a message and elicit a reader's emotions.
- **DRAMATIC CONVENTIONS**
  - 10.RL.1.C: Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.
  - 10.RL.1.D: Identify and explain 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 11: Text Connections

- **USING SOCIAL AND HISTORICAL CONTEXT**
  - 10.RL.3.A: Explain and analyze the influence of the historical and cultural context of a text on its form, style, characters, and point of view.

Unit 12: Analyzing Fiction and Nonfiction

- **GENRE AND THEME**

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- 10.RL.3.B: Compare and contrast character development, dramatic plot structure, and conventions in a play to character development, narrative structure, and conventions in other literary forms.

- **ANALYZING FICTION ACROSS MEDIUMS**
  - 10.RL.2.A: Explain the overall structure of a poem, including how each successive part builds on earlier sections and how rhyme, rhythm, sound, and imagery convey a message and elicit a reader's emotions.

Unit 13: Reading Strategies

- **TEXT STRUCTURES AND DEVELOPMENT**
  - 10.RI.1.A: Explain how authors organize an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
  - 10.RI.2.A: Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
  - 10.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.
- **VISUAL AIDS**
  - 10.RI.1.B: Compare characteristics of the information from informational, historical, scientific, and technical texts and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams.
- **TECHNICAL DOCUMENTS**
  - 10.RI.1.B: Compare characteristics of the information from informational, historical, scientific, and technical texts and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams.

Unit 14: Writing for Different Purposes

- **FORMAL AND INFORMAL LANGUAGE**
  - 10.W.1.D: Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - 10.W.1.D: Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
- **PERSONAL NARRATIVES**
  - 10.W.1.D: Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

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Unit 15: Building an Essay

- **TEXT STRUCTURES**
  - 10.W.1.A.ii: Adopt an organizational structure that clarifies relationships among ideas and concepts.
- **TRANSITIONAL ELEMENTS**
  - 10.W.2.A.v: Using transitions effectively to connect ideas within and across paragraphs.
- **CONCLUSIONS**
  - 10.W.1.A.iv: Provide a concluding section that follows from the information or explanation presented.

Unit 16: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - 10.W.1.A.i: Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
  - 10.W.2.A.i: Composing a thesis statement that clearly communicates the writer's position or assertion.
- **EXPOSITORY PARAGRAPHS**
  - 10.W.1.A.iv: Provide a concluding section that follows from the information or explanation presented.
  - 10.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.

Unit 17: Persuasive Writing

- **PERSUASIVE THESIS STATEMENTS**
  - 10.W.1.A.i: Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
  - 10.W.1.B.i: Develop a thesis that demonstrates knowledgeable judgements.
- **PERSUASIVE APPEALS AND PARAGRAPHS**
  - 10.W.1.B.iv: Provide conclusions that follow from and support the argument presented.
  - 10.W.1.B.ii: Support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s).
  - 10.W.1.B.iii: Address and refute counterclaims.
- **PERSUASIVE ESSAYS**
  - 10.W.1.B.iv: Provide conclusions that follow from and support the argument presented.

Unit 18: Sentence Structure

- **SENTENCE STRUCTURE**
  - 10.W.2.A.vi: Elaborating ideas clearly through intentional word choice and varied sentence structure.

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- 10.LU.1.B: Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.
- 10.LU.1.D: Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.

- **PARALLELISM AND VERB TENSE**
  - 10.LU.1.A: Use, edit, and revise parallel structure across complex sentences and paragraphs in writing.
  - 10.LU.1.E: Maintain consistent verb tense when speaking and writing.
- **ACTIVE AND PASSIVE VOICE**
  - 10.LU.1.C: Recognize and use active and passive voice to convey a desired effect in speaking and writing.

Unit 19: Punctuation

- **COLONS AND SEMICOLONS**
  - 10.LU.2.A: Know and apply the rules for the use of a colon (e.g., joining independent clauses, introducing a list, introducing a quotation) when writing.
- **USING STYLE MANUALS**
  - 10.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 punctuation and formatting of direct quotations in writing.
- **SPELLING RULES**
  - 10.LU.2.C: Spell correctly, consulting reference materials to check as needed.

Unit 20: Revision Considerations

- **REVISING AND EDITING**
  - 10.W.3.C: Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
- **UNITY AND FOCUS**
  - 10.W.2.A.ii: Introducing and developing central idea(s), and organizing ideas in a logical sequence to exhibit unity.
  - 10.W.3.A: Revise writing for clarity of content, accuracy, and adequate elaboration.
- **WORDINESS AND REDUNDANCY**
  - 10.W.3.A: Revise writing for clarity of content, accuracy, and adequate elaboration.
- **NARRATIVE TECHNIQUES**
  - 10.W.2.A.iv: Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.

Unit 21: Research

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- **REFINING A RESEARCH QUESTION**
  - 10.R.1.A: Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.
- **GATHERING INFORMATION**
  - 10.R.1.B: Gather and organize information from various sources, including internet resources, electronic databases, and other technology.
- **SYNTHESIZING IDEAS**
  - 10.R.1.D: Synthesize multiple streams of information from a variety of sources to support claims and introduce counterclaims.
- **AVOIDING PLAGIARISM**
  - 10.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).
  - 10.R.1.G: Define the meaning and legal consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Unit 22: Evidence

- **TYPES OF EVIDENCE**
  - 10.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.
- **EVALUATING EVIDENCE**
  - 10.RI.1.C: Evaluate the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false or unsupported statements.
  - 10.W.2.A.iii: Defending a position using sufficient reasons with evidence from credible sources as support.
  - 10.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.
- **ANALYZING CONFLICTING EVIDENCE**
  - 10.RI.3.A: Evaluate how different authors write about the same topic and shape their presentations or viewpoints of key information using facts, opinions, and reasoning.
  - 10.RI.3.B: Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- **CLAIMS AND COUNTERCLAIMS**
  - 10.R.1.D: Synthesize multiple streams of information from a variety of sources to support claims and introduce counterclaims.

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