

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: Elements of Literature 1

- **CHARACTER TYPES**

- 7.RL.1.B: Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development.

- **PLOT**

- 7.RL.1.B: Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development.

- **SETTING**

- 7.RL.3.A: Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot.

### Unit 2: Elements of Literature 2

- **THEME**

- 7.RL.3.B: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- **POINT OF VIEW**
- 7.RL.2.C: Explain how an author develops the points of view of different characters in a text (e.g., first-person, third person limited, third-person omniscient) and how they affect the reader's interpretation of a text.

### Unit 3: Literary Elements

- **POETIC DEVICES**
- 7.RL.2.A: Analyze how elements of authors' styles (e.g., word choice, dialogue, form, voice, rhyme, rhythm, and/or sound devices) contribute to meaning in various forms of prose and poetry.
- **FIGURATIVE LANGUAGE**
- 7.RI.2.B: Analyze how an author's word choice, organizational pattern, and language structure impact the author's purpose and support the reader's comprehension.
- 7.RL.2.B: Analyze how the elements of an author's style (e.g., word choice, sentence structure, dialogue, figurative language, imagery) are used to influence and develop tone.
- 7.RV.1.D: Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.
- 7.RV.1.E: Analyze the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.

### Unit 4: Reading Strategies 1

- **SUMMATIVE INFORMATION**
- 7.RI.1.A: Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.
- **SYNTHESIZING INFORMATION**
- 7.R.1.E: Organize and share findings in formal and informal oral or written formats.
- 7.RI.3.A: Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.
- 7.RI.3.B: Compare and contrast how two or more authors writing about the same topic shape their presentations or viewpoints of key information by emphasizing different facts, opinions, and reasoning.
- **MAKING INFERENCES**
- 7.DSR.C: When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

### Unit 5: Reading Strategies 2

- **AUTHOR'S PURPOSE**

- 7.RI.2.B: Analyze how an author's word choice, organizational pattern, and language structure impact the author's purpose and support the reader's comprehension.
- 7.RI.2.C: Analyze how an author's purpose(s) reflects the author's perspective (e.g., beliefs, assumptions, biases) and influences the meaning of an informational text.
- 7.RL.1.A: Describe stated or implied themes of texts and analyze their development throughout the texts using specific details.

- **CONNOTATION AND DENOTATION**

- 7.RV.1.B: Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) to determine the meaning of words or phrases.
- 7.RV.1.F: Distinguish among the nuances in the meaning of connotations of words with similar denotations.
- 7.W.2.A.v: Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.

## Unit 6: Analyzing Texts

- **COMPARING FICTION AND NONFICTION**

- 7.RL.3.B: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

- **INTERPRETING MEDIA MESSAGES**

- 7.C.3.A: Use media and visual literacy skills to select, organize, and create multimodal content that articulates and enhances the purpose of the presentation using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).
- 7.C.3.B: Craft and publish audience-specific media messages that present claims and findings with relevant evidence in a logical sequence.
- 7.C.4.A: Explain persuasive/informative techniques used in media to sway the audience (e.g., innuendo, card stacking, bandwagon, and appeal to emotions).
- 7.C.4.B: Analyze media messages for facts, opinions, persuasive messages, word choice, and viewpoint.
- 7.C.4.C: Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages (e.g., authorship, format, content, purpose) on the intended audience.
- 7.R.1.G: Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

- **SUPPORTING AN ARGUMENT**

- 7.RI.1.C: Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced.

## Unit 7: Writing 1

- **PLANNING AND ORGANIZING AN ESSAY**

- 7.R.1.E: Organize and share findings in formal and informal oral or written formats.

- **REVISING AND EDITING AN ESSAY**

- 7.C.1.A.vi: Evaluating the effectiveness of participant interactions and one's own contributions to small group activities.
- 7.W.3.A: Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.
- 7.W.3.B: Self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

- **USING EVIDENCE**

- 7.C.2.A.ii: Providing evidence to support the main ideas, including pertinent descriptions, facts, details, and examples.
- 7.R.1.C: Evaluate and analyze the relevance, validity, and credibility of each source (primary, secondary, digital, and print), determining what information to include and exclude.
- 7.RI.1.C: Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced.

## Unit 8: Writing 2

- **INTRODUCTIONS**

- 7.W.2.A.i: Composing a thesis statement that states a position or explains the purpose.

- **TRANSITIONS**

- 7.W.2.A.iv: Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.

- **CONCLUSIONS**

- 7.C.1.A.v: Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
- 7.W.2.A.iii: Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
- 7.W.2.A.vii: Providing a concluding statement or section.

- **ORGANIZATIONAL PATTERNS**

- 7.RI.1.A: Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.
- 7.RI.2.A: Analyze how an author uses text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader's comprehension.

- 7.RI.2.B: Analyze how an author's word choice, organizational pattern, and language structure impact the author's purpose and support the reader's comprehension.

### Unit 9: Expository Writing

- **EXPOSITORY ESSAYS**

- 7.RV.1.A: Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
- 7.W.1.B: Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
- 7.W.2.A.ii: Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.

- **EXPOSITORY PARAGRAPHS**

- 7.W.2.A.ii: Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.

### Unit 10: Persuasive Writing

- **PERSUASIVE ESSAYS**

- 7.W.1.C: Write persuasively supporting a well-defined point of view with appropriate claims, relevant evidence, and clear reasoning that are logically grouped.

- **PERSUASIVE THESIS STATEMENTS**

- 7.R.1.A: Formulate questions about a research topic, broadening or narrowing the inquiry as necessary.
- 7.R.1.B: Collect, organize, and synthesize information from multiple sources using various notetaking formats.
- 7.W.2.A.i: Composing a thesis statement that states a position or explains the purpose.

- **AVOIDING PLAGIARISM**

- 7.R.1.D: Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
- 7.R.1.F: Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).
- 7.R.1.G: Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

### Unit 11: Narrative Writing

- **PERSONAL NARRATIVES**

- 7.W.1.A: Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey

sequence, and signal shifts from one timeframe or setting to another.

- 7.W.1.D: Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
- **NARRATIVE TECHNIQUES**
- 7.LU.1.E: Maintain consistent verb tense across paragraphs in writing.
- **WRITING SHORT FICTION**
- 7.RL.2.B: Analyze how the elements of an author's style (e.g., word choice, sentence structure, dialogue, figurative language, imagery) are used to influence and develop tone.

## Unit 12: Literary Analysis/Response to Literature

- **ANALYZING CONFLICTING EVIDENCE**
- 7.C.1.A.iv: Communicating agreement or tactful disagreement with others' ideas using carefully constructed statements.
- **DISCUSSION GUIDELINES**
- 7.C.1.A.i: Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
- 7.C.1.A.ii: Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
- 7.C.1.A.iii: Asking and responding to probing questions and providing appropriate feedback within structured discussions.
- 7.RV.1.H: Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
- **ANALYZING AND DEVELOPING A SPEECH**
- 7.C.2.A.i: Clearly communicating information in an organized and succinct manner.
- 7.C.2.A.iii: Adjusting verbal and nonverbal communication skills appropriate to audience, topic, and purpose to enhance the overall message.
- 7.C.2.A.iv: Responding to audience questions and comments with relevant evidence, observations, and ideas.
- 7.C.2.A.v: Referencing source material as appropriate during the presentation.
- 7.C.2.B: Memorize and recite a poem demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection.

## Unit 13: Sentence Structures

- **SENTENCE TYPES**
- 7.LU.1.A: Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing.
- 7.W.2.A.vi: Expanding and embedding ideas to create sentence variety.

- **PHRASES**

- 7.LU.1.C: Use specific adjectives and adverbs to enhance speech and writing.
- 7.LU.1.D: Arrange phrases and clauses within a sentence and apply appropriate subject-verb agreement to improve meaning, reader/listener interest, and style in writing.

- **CONJUNCTIONS**

- 7.LU.1.C: Use specific adjectives and adverbs to enhance speech and writing.

- **PUNCTUATION**

- 7.LU.1.E: Maintain consistent verb tense across paragraphs in writing.

#### Unit 14: Pronouns

- **PRONOUNS**

- 7.LU.1.B: Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing.

- **VERB TENSE AND VOICE**

- 7.LU.1.E: Maintain consistent verb tense across paragraphs in writing.

#### Unit 15: Language: Determining Meaning

- **USING CONTEXT CLUES**

- 7.RV.1.B: Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) to determine the meaning of words or phrases.
- 7.RV.1.H: Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

- **WORD ROOTS**

- 7.RV.1.C: Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.

- **USING REFERENCE MATERIALS**

- 7.LU.2.D: Consult reference materials to check and correct spelling.
- 7.RV.1.G: Use general and specialized word-reference materials, print and digital, to identify word origins and derivations, pronunciations, precise meanings, and their parts of speech.