SOL EOC Tutorials for Virginia are designed specifically for the Virginia Standards of Learning to prepare students for the Standards of Learning tests (SOL). EOC Categories are at the heart of SOL EOC Tutorial structure – bringing category-based learning to the student experience, and category-based performance and progress tracking to the teacher experience.

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: 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.


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- **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.
- **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.

### 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

- **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.


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- 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.

- **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 5: Analyzing Texts 1

- **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.

### Unit 6: Analyzing Texts 2

- **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: 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.
- **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.


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- 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.

- **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.

## Unit 8: 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**


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