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

- **CHARACTERIZATION**
  - 6.RL.1.C: Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.
  - 6.RL.1.D: Explain how static and dynamic characters impact the plot.
- **CHARACTER TYPES**

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- 6.RL.1.D: Explain how static and dynamic characters impact the plot.
- 6.RL.1.E: Explain the role of the protagonist and antagonist on plot events.

- **SETTING**
  - 6.RL.3.A: Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.

Unit 2: Elements of Literature 2

- **PLOT**
  - 6.RL.1.A: Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details.
  - 6.RL.1.B: Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.
  - 6.RL.1.D: Explain how static and dynamic characters impact the plot.
  - 6.RL.1.E: Explain the role of the protagonist and antagonist on plot events.
  - 6.RL.3.A: Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.
- **POINT OF VIEW**
  - 6.RL.2.C: Explain how an author develops the point of view (e.g., first-person, third person limited, third-person omniscient) of the narrator or speaker in a text and influences how events are described in stories, plays, or poems.
- **THEME**
  - 6.RL.1.A: Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details.

Unit 3: Using Language

- **FIGURATIVE LANGUAGE**
  - 6.RL.2.A: Describe the poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) and their intended impact on the reader.
- **POETRY**
  - 6.RV.1.E: Explain the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.
  - 6.RL.2.A: Describe the poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) and their intended impact on the reader.

Unit 4: Analyzing Informational Texts

- **MAIN IDEA AND SUMMARY**
  - 6.RI.1.A: Summarize texts, including their main idea(s) and how they are developed with specific details.

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- **USING EVIDENCE**
  - 6.RI.1.C: Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons, from claims that are not.
  - 6.R.1.C: Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
- **USING GRAPHICS**
  - 6.RI.2.A: Determine the purpose of text features (e.g., boldface and italics type; type set in color; underlining; graphics and photographs; and headings and subheadings).
  - 6.C.3.A: Use media and visual literacy skills to select, organize, and create multimodal content that articulates 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).
  - 6.C.4.A: Interpret information presented in diverse media formats and explain how it contributes to the topic.
  - 6.C.4.C: Explain the characteristics and analyze the effectiveness of a variety of media messages by considering the results and/or impact on the intended audience.
- **HISTORICAL CONTEXT**
  - 6.RI.1.B: Describe how a key individual, event or idea is introduced, illustrated, and elaborated in historical, scientific, or technical texts (e.g., through examples or anecdotes).

Unit 5: Reading Strategies

- **MAKING INFERENCES**
  - 6.RL.3.A: Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.
- **COMPARING FICTION AND NONFICTION**
  - 6.RL.3.A: Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.

Unit 6: Organization and Structure

- **ORGANIZATIONAL PATTERNS**
  - 6.RI.2.A: Determine the purpose of text features (e.g., boldface and italics type; type set in color; underlining; graphics and photographs; and headings and subheadings).
  - 6.RI.3: Integration of Concepts
- **TEXT STRUCTURES**
  - 6.RI.2.A: Determine the purpose of text features (e.g., boldface and italics type; type set in color; underlining; graphics and photographs; and headings and subheadings).
  - 6.RI.3: Integration of Concepts
- **SUPPORTING AN ARGUMENT**

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- 6.RI.1.C: Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons, from claims that are not.

Unit 7: Word Meanings

- **CONTEXT CLUES**
  - 6.RV.1.A: Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
  - 6.RV.1.B: Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
  - 6.RV.1.D: Use the relationship between particular words, including synonyms and antonyms to better understand each word.
  - 6.RV.1.F: Clarify the meaning of an unknown word or select the applicable definition of a word from a text by using word reference materials.
  - 6.RV.1.H: Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
- **WORD ROOTS**
  - 6.RV.1.C: Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.
  - 6.RV.1.G: Use general and specialized word-reference materials, print and digital, to identify word origins, derivations, and pronunciations.
- **USING REFERENCE MATERIALS**
  - 6.RV.1.G: Use general and specialized word-reference materials, print and digital, to identify word origins, derivations, and pronunciations.
  - 6.RV.1.H: Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

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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