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**
  - 12.C.1.A.i: Applying a variety of strategies to listen actively and speak purposefully and respectfully.
  - 12.C.1.A.ii: Responding thoughtfully and tactfully with evidence to diverse perspectives.
  - 12.C.1.A.iii: Summarizing points of agreement and disagreement.
  - 12.C.1.A.vi: Using reflection to evaluate one's own role in the group process in small-group activities.
- **ARGUMENTATIVE CLAIMS**
  - 12.C.2.A.i: Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
  - 12.C.3.C: Synthesize multiple streams of information on the same or similar topic to create a summary or formulate a position.
- **RHETORICAL TECHNIQUES**

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- 12.RI.1.B: Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including how the structure advances their point of view.
- 12.C.2.A.iii: Incorporating various rhetorical devices to enhance purpose and strengthening clarity of ideas.

- **ANALYZING AND DEVELOPING A SPEECH**
  - 12.C.2.A.i: Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
  - 12.C.1.A.v: Evaluating the content of presentations, including introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.
  - 12.C.2.A.ii: Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.
  - 12.C.2.A.v: Monitoring audience engagement effectively and adjusting delivery accordingly during presentations.
  - 12.C.2.A.vi: Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.

Unit 2: Media Analysis

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - 12.C.1.A.iv: Selecting and applying multimodal tools to design and develop presentation content appropriate for topic and purpose.
  - 12.C.3.A: Create and deliver planned, multimodal, interactive presentations collaboratively and individually for a variety of purposes and audiences.
  - 12.C.2.A.i: Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
  - 12.C.3.D: Organize information to create media messages with visual, audio, and graphic components to convey meaning.
- **PRINT AND NONPRINT TEXTS**
  - 12.C.1.A.iv: Selecting and applying multimodal tools to design and develop presentation content appropriate for topic and purpose.
  - 12.C.3.A: Create and deliver planned, multimodal, interactive presentations collaboratively and individually for a variety of purposes and audiences.
  - 12.C.4.A: Defend hypotheses about an author's underlying values, viewpoints, and purposes and reflect on how they shape the content.
  - 12.C.4.C: Analyze and evaluate how the media's use of symbolism, imagery, metaphor, and bias impacts the message.
  - 12.C.4.D: Explain and analyze how values and viewpoints are included or excluded and how media influences beliefs, interpretations, and behaviors.

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- **FORMAL AND INFORMAL LANGUAGE**
  - 12.C.4.B: Analyze and critique the effectiveness of media messages by evaluating the purpose, evidence, and clarity for specific purposes with targeted audiences.
- **EVALUATING THE MEDIA**
  - 12.C.4.A: Defend hypotheses about an author's underlying values, viewpoints, and purposes and reflect on how they shape the content.
  - 12.C.4.C: Analyze and evaluate how the media's use of symbolism, imagery, metaphor, and bias impacts the message.
  - 12.C.4.D: Explain and analyze how values and viewpoints are included or excluded and how media influences beliefs, interpretations, and behaviors.
  - 12.R.1.C: Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations; that includes identifying the main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.
  - 12.C.4.E: Analyze media to determine the cause-and-effect relationship(s) between media coverage and public opinion trends.

Unit 3: Vocabulary Development

- **ROOTS, PREFIXES, AND SUFFIXES**
  - 12.RV.1.A: Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
  - 12.RV.1.G: Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
  - 12.RV.1.C: Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words.
- **USING CONTEXTUAL CLUES**
  - 12.RV.1.A: Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
  - 12.RV.1.B: Use context and sentence structure to clarify the meanings of words and phrases.
  - 12.RV.1.G: Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

Unit 4: Analyzing Language

- **CONNOTATION AND DENOTATION**
  - 12.RV.1.A: Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
  - 12.RV.1.D: Analyze the nuances in the meaning of words with similar denotations (e.g., assertive, aggressive, domineering).

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- **ALLUSION**
  - 12.RV.1.F: Interpret the meaning of figurative language and literary and classical allusions and analyze their role in texts.
- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - 12.RV.1.E: Explain and analyze idiomatic language in context.

Unit 5: Elements of Literature

- **CHARACTERIZATION**
  - 12.RL.1.C: Analyze how complex characters-those with multiple or conflicting motivations-develop over the course of texts, interact with other characters, and advance the plot.
- **THEME**
  - 12.RL.1.A: Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in British literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras.
  - 12.RL.3.B: Compare and contrast the development of a universal theme over the course of two or more literary works including how each theme emerges and is shaped and refined by specific details.
- **THEMES IN FICTION**
  - 12.RL.3.B: Compare and contrast the development of a universal theme over the course of two or more literary works including how each theme emerges and is shaped and refined by specific details.

Unit 6: Literary Techniques

- **IRONY AND SARCASM**
  - 12.RL.2.C: Evaluate the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.
- **SATIRE AND PARADOX**
  - 12.RL.2.C: Evaluate the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.
- **DRAMATIC CONVENTIONS**
  - 12.RL.1.D: Analyze and evaluate how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.
- **RHYTHM AND METER**

Unit 7: Perspective and Context

- **ANALYZING AUTHOR'S PERSPECTIVE**
  - 12.RL.3.C: Analyze how authors' attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts.
- **TRANSFORMING LITERATURE**

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- 12.RL.3.A: Compare and contrast traditional and contemporary texts that draw on similar themes, patterns of events, or character types with an emphasis on poetry, from various cultures.

Unit 8: Reading Strategies

- **DRAWING CONCLUSIONS**
  - 12.DSR.B: Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
- **MAKING INFERENCES**
  - 12.DSR.B: Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
- **AUTHOR'S PURPOSE**
  - 12.DSR.C: When responding to text through discussions 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 9: Analyzing Fallacies

- **LOGICAL FALLACIES**
  - 12.RI.1.C: Analyze the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false premises or unsupported claims.
- **RHETORICAL FALLACIES**
  - 12.RI.1.C: Analyze the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false premises or unsupported claims.

Unit 10: Text Organization

- **CAUSE AND EFFECT**
  - 12.RI.2.A: Analyze text structures to discern how they affect the meaning and message of informational and technical writing and how their text structures differ from those in narrative texts.
- **COMPARE AND CONTRAST**
  - 12.RI.2.A: Analyze text structures to discern how they affect the meaning and message of informational and technical writing and how their text structures differ from those in narrative texts.
- **PLOT DEVICES**
  - 12.RL.1.B: Examine how authors structure a text and order events within it through parallel episodes, subplots, and conflicts, and explain how they create such effects as mystery, tension, or surprise.

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- 12.W.2.A.v: Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.

- **TECHNICAL DOCUMENTS**
  - 12.RI.1.A: Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents.

Unit 11: Author's Voice and Method

- **ANALYZING AUTHOR'S STYLE**
  - 12.RL.2.B: Interpret and analyze how authors create intended effects using diction and impact the tone and mood of the story, play, or poem.
- **TONE AND MOOD**
  - 12.RL.2.B: Interpret and analyze how authors create intended effects using diction and impact the tone and mood of the story, play, or poem.
  - 12.RI.2.B: Analyze the cumulative impact of specific word choices on meaning, author's attitude toward the subject, and mood.
- **WORD CHOICE**
  - 12.RI.2.B: Analyze the cumulative impact of specific word choices on meaning, author's attitude toward the subject, and mood.
  - 12.RL.2.A: Evaluate how the use of figurative language in poetry and prose contributes to the reader's understanding of the subject, form, mood, and theme.
  - 12.W.2.A.vi: Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/concrete details, diction, and purposeful word choice.

Unit 12: Building an Essay

- **DETERMINING APPROPRIATE ESSAY FORMAT**
  - 12.W.1.A.ii: Adopt an organizational structure that clarifies relationships among ideas and concepts.
- **INTRODUCTIONS**
  - 12.W.1.A.i: Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
- **CONCLUSIONS**
  - 12.W.1.A.iv: Provide a concluding section that follows from the information or explanation presented.

Unit 13: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - 12.W.2.A.i: Composing a thesis statement that clearly communicates the writer's position or assertion.
- **EXPOSITORY PARAGRAPH DEVELOPMENT**

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- 12.RI.3.B: Analyze how the author organizes an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

- **WRITING EXPOSITORY ESSAYS**
  - 12.W.1.B.iii: Generate technical writing (e.g., job description, questionnaire, job application, or business communication) that clearly address specific audiences with identified purposes.

Unit 14: Persuasive Writing

- **PERSUASIVE PARAGRAPH DEVELOPMENT**
  - 12.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.
  - 12.W.2.A.ii: Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
- **CLAIMS AND COUNTERCLAIMS**
  - 12.W.2.A.iii: Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing.
  - 12.C.2.A.iv: Anticipating and addressing alternative or opposing perspectives and counterclaims and rebuttals, as appropriate.

Unit 15: Revision Considerations

- **REVISING AND EDITING**
  - 12.W.1.B.i: Describe personal qualifications for potential occupational or educational opportunities.
  - 12.W.1.B.ii: Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
  - 12.W.3.C: Edit writing for appropriate conventions, style, and language in informal and formal contexts (See Language Usage for grade level expectations).
  - 12.W.3.D: Write and revise to a standard acceptable both in the workplace and in postsecondary education.
- **UNITY AND FOCUS**
  - 12.W.3.A: Revise writing for clarity of content, accuracy, and depth of information.
- **WORDINESS AND REDUNDANCY**
  - 12.W.2.A.vi: Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/concrete details, diction, and purposeful word choice.
  - 12.W.3.A: Revise writing for clarity of content, accuracy, and depth of information.
- **TEXT STRUCTURES AND DEVELOPMENT**

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- 12.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.

Unit 16: Language Conventions

- **SENTENCE STRUCTURE**
  - 12.LU.1.A: Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.
- **PARENTHESES, QUOTATION MARKS, AND ELLIPSES**
  - 12.LU.2.A: 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.
- **USING STYLE MANUALS**
  - 12.LU.2.A: 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**
  - 12.LU.2.B: Spell correctly, consulting reference materials to check as needed.

Unit 17: Research

- **REFINING A RESEARCH QUESTION**
  - 12.R.1.A: Formulate and revise questions about a research topic broadening or narrowing the inquiry as necessary.
- **GATHERING INFORMATION**
  - 12.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.
  - 12.R.1.B: Gather and organize information from various sources.
- **SYNTHESIZING IDEAS**
  - 12.C.2.A.i: Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
  - 12.W.2.A.iii: Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing.
  - 12.R.1.D: Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.
- **AVOIDING PLAGIARISM**
  - 12.W.2.A.iv: Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
  - 12.C.3.E: Provide appropriate citation of all content from external sources.

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- 12.R.1.F: Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).
- 12.R.1.G: Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Unit 18: Gathering and Evaluating Evidence

- **TYPES OF EVIDENCE**
  - 12.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**
  - 12.RI.1.C: Analyze the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false premises or unsupported claims.
  - 12.C.3.B: Examine multimodal sources' claims, arguments, ideas, and any point of personal bias by evaluating them for reliability and relevance to serve as credible supporting evidence.
  - 12.R.1.C: Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations; that includes identifying the main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.
- **ANALYZING CONFLICTING EVIDENCE**
  - 12.RI.3.A: Evaluate texts with differing points of view on the same or similar events or issues by assessing claims, reasoning, evidence, and connections to other works or historical events.

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