

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

- **PLOT**

- 8.RL.1.B: Explain how different plot patterns (e.g., comedy, drama, tragedy) and subplots create meaning and examine their influence on characters, theme, pacing, and point of view.
- 8.RL.2.C: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

- **CHARACTER TYPES**

- 8.RL.1.C: Justify the decisions and actions of dynamic versus static characters using dialogue or specific events from the text.

Unit 2: Elements of Literature 2

- **POINT OF VIEW**

- 8.RL.1.B: Explain how different plot patterns (e.g., comedy, drama, tragedy) and subplots create meaning and examine their influence on characters, theme, pacing, and point of view.
- 8.W.2.A.ii: Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.

Unit 3: Analyzing Fiction

- **MYTHOLOGY**

- 8.RL.3.A: Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.

- **STRUCTURE AND FORM**

- 8.RL.3.A: Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.

- **LITERARY CONTEXT**

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

- **COMPARING FICTION AND NONFICTION**

- 8.RL.3.B: Compare and contrast fictional portrayals of a time, place, or character with historical accounts of the same period as a means of understanding how authors of fiction use or alter history.

Unit 4: Literary Elements

- **FIGURATIVE LANGUAGE**

- 8.RV.1.E: Analyze the construction and meaning of an author's use of symbols, analogy, and figurative language such as simile, metaphor, personification, hyperbole, and idiom.

- **POETIC DEVICES**

- 8.RL.2.A: Interpret the meaning and analyze the impact of poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) on the reader.

Unit 5: Reading Strategies

- **CENTRAL IDEAS AND SUMMARY**

- 8.RI.1.A: Create a main idea statement and provide an accurate summary, clarifying the relationships among the key details and ideas or events.

- 8.W.2.A.ii: Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.

- **MAKING INFERENCES**

- 8.RI.1.B: Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made, how they are introduced and developed, and the connections drawn between them.

- **AUTHOR'S PURPOSE**

- 8.RI.2.C: Analyze how an author establishes and conveys a perspective or purpose in a text and acknowledges and responds to conflicting evidence or viewpoints.
- 8.RI.3.A: Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.

- **SYNTHESIZING INFORMATION**

- 8.C.3.A.iv: Emphasizes different points of view.
- 8.R.1.E: Organize and share findings in formal and informal oral or written formats.
- 8.RI.1.C: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning and evidence are relevant and sufficient to support the claims.
- 8.RI.3.A: Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.
- 8.RI.3.B: Compare and contrast how two or more authors present conflicting information on the same topic by assessing where the texts disagree in reasoning and evidence.

Unit 6: Analyzing Texts 1

- **THEMES ACROSS CULTURES**

- 8.RI.1.B: Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made, how they are introduced and developed, and the connections drawn between them.
- 8.RL.1.A: Analyze and explain the development of theme(s) over the course of texts and their relationship to the characters, settings, plots, and overall messages.
- 8.RL.3.C: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; literary nonfiction and informational) in terms of their approaches to similar themes and topics.
- 8.RV.1.A: Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.

- **WORD CHOICE**

- 8.RI.2.B: Analyze how an author's word choice, organizational pattern, language structure, viewpoints, and qualifications impact meaning and credibility of a text.

- 8.RL.2.D: Analyze how an author's use of literary devices including foreshadowing, flashback, symbolism, and irony are used to build mystery, suspense, or surprise.

Unit 7: Analyzing Texts 2

• TEXT STRUCTURES

- 8.C.3.A.i: Sequences ideas logically.
- 8.RI.2.B: Analyze how an author's word choice, organizational pattern, language structure, viewpoints, and qualifications impact meaning and credibility of a text.

• USING GRAPHICS

- 8.RI.2.A: Evaluate an author's use of 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.

Unit 8: Analyzing Argumentative Texts

• ANALYZING AN ARGUMENT

- 8.C.1.A.vi: Acknowledging new insights expressed by others, and, when justified, modifying their own views.
- 8.R.1.C: Evaluate and analyze the relevance, validity, and credibility of sources (primary, secondary, digital, and print) identifying main and supporting ideas, conflicting information, points of view, and any biases.
- 8.RI.1.C: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning and evidence are relevant and sufficient to support the claims.

• ANALYZING CONFLICTING EVIDENCE

- 8.C.1.A.iv: Communicating agreement or tactful disagreement with others' ideas, using carefully constructed responses.
- 8.C.1.A.vi: Acknowledging new insights expressed by others, and, when justified, modifying their own views.
- 8.RI.2.C: Analyze how an author establishes and conveys a perspective or purpose in a text and acknowledges and responds to conflicting evidence or viewpoints.
- 8.RI.3.B: Compare and contrast how two or more authors present conflicting information on the same topic by assessing where the texts disagree in reasoning and evidence.

Unit 9: Writing

• PLANNING AND ORGANIZING

- 8.R.1.E: Organize and share findings in formal and informal oral or written formats.
- 8.W.3.A: Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.

• REVISING AND EDITING

- 8.C.1.A.viii: Using self-reflection to evaluate one's own role in preparation and participation in small-group activities.
- 8.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).
- **CONCLUSIONS**
 - 8.C.1.A.v: Thoughtfully paraphrasing and summarizing ideas made during discussions.
 - 8.W.2.A.vii: Providing a concluding statement or section.

Unit 10: Expository and Persuasive Writing Part 1

- **DEVELOPING EXPOSITORY ESSAYS**
 - 8.RV.1.A: Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
 - 8.W.1.B: Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
- **DEVELOPING PERSUASIVE ESSAYS**
 - 8.W.1.C: Write persuasively, supporting well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made.

Unit 11: Expository and Persuasive Writing Part 2

- **MODIFYING PERSUASIVE THESIS STATEMENTS**
 - 8.R.1.A: Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.
 - 8.R.1.B: Collect, organize, and synthesize information from multiple sources using various notetaking formats.
 - 8.W.2.A.i: Composing a thesis statement that states a position or explains the purpose.
 - 8.W.2.A.iii: Stating and defending conclusions or positions with reasons and precise, relevant evidence and complete explanation of how evidence and details support a position addressing counterclaims when appropriate.
- **ORGANIZATIONAL PATTERNS**
 - 8.RI.2.A: Evaluate an author's use of 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.

Unit 12: Narrative Writing 1

- **NARRATIVE TECHNIQUES**
 - 8.LU.2.B: Use and punctuate dialogue and direct quotations appropriately in writing.

- 8.RL.2.B: Analyze how the elements of an author's style (e.g., dialogue, sentence structure and word choices) are used to influence and develop tone and voice.
- 8.W.1.A: Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action.
- 8.W.1.D: Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).

Unit 13: Narrative Writing 2

- **SHORT NARRATIVES**

- 8.W.1.A: Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action.

Unit 14: Sentence Structure 1

- **CONJUNCTIONS**

- 8.LU.1.C: Use specific adjectives and adverbs to enhance speech and writing.
- 8.W.2.A.iv: Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.

- **SENTENCE TYPES**

- 8.LU.1.A: Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing.
- 8.LU.2.A: Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
- 8.W.2.A.vi: Expanding and embedding ideas to create sentence variety.

- **PHRASES**

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

- **PRONOUNS**

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

Unit 15: Sentence Structure 2

- **VERB TENSE AND VOICE**

- 8.LU.1.E: Maintain consistent verb tense across paragraphs in writing.
- 8.RL.2.B: Analyze how the elements of an author's style (e.g., dialogue, sentence structure and word choices) are used to influence and develop tone and voice.

Unit 16: Punctuation and Spelling Rules

- **PUNCTUATION**

- 8.LU.2.A: Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

- **SPELLING RULES**

- 8.LU.2.C: Recognize and consistently spell frequently used words accurately.

Unit 17: Word Usage 1

- **CONTEXT CLUES**

- 8.RV.1.B: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
- 8.RV.1.D: Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.
- 8.RV.1.H: Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

- **CONNOTATION AND DENOTATION**

- 8.RV.1.F: Discriminate between the meanings of connotative words and their denotative meanings.

- **USING REFERENCE MATERIALS**

- 8.LU.2.D: Consult reference materials to check and correct spelling.
- 8.RV.1.G: Use general and specialized word-reference materials, print and digital, to determine pronunciation, etymology, derivations, and parts of speech.

Unit 18: Word Usage 2

- **WORD RELATIONSHIPS**

- 8.RV.1.E: Analyze the construction and meaning of an author's use of symbols, analogy, and figurative language such as simile, metaphor, personification, hyperbole, and idiom.

- **WORD ROOTS**

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

Unit 19: 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**
