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

- **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**
  - 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.

Copyright© Edmentum Inc. All Rights Reserved.

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.
- **CONNOTATION AND DENOTATION**
  - 6.W.2.A.v: Selecting vocabulary and information to enhance the central idea, tone, and voice.
- **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 1

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

Copyright© Edmentum Inc. All Rights Reserved.

- 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.

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

Unit 5: Analyzing Informational Texts 2

- **UNDERSTANDING MEDIA**
  - 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.3.B: Craft and publish audience-specific media messages that present claims and findings in a logical sequence.
  - 6.C.4.A: Interpret information presented in diverse media formats and explain how it contributes to the topic.
  - 6.C.4.B: Explain how media messages are intentionally constructed to impact a specific audience.
  - 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.
  - 6.R.1.G: Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies as they develop.
- **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.
- **INTERPRETING MEDIA MESSAGES**
  - 6.R.1.G: Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies as they develop.

Unit 6: Reading Strategies

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

Copyright© Edmentum Inc. All Rights Reserved.

- **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).
- **INDEPENDENT READING**
  - 6.C.1.A.ii: Working respectfully by building on others' ideas and showing value for others' ideas and contributions.

Unit 7: 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**
  - 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 8: Writing Skills 1

- **PLANNING AND ORGANIZING AN ESSAY**
  - 6.RI.3: Integration of Concepts
  - 6.LU.2.A: Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
  - 6.C.2.A.iii: Using language, vocabulary, and style appropriate to the audience, topic, and purpose.
  - 6.R.1.E: Organize and share findings in formal and informal oral or written formats.
- **REVISING AND EDITING AN ESSAY**
  - 6.W.1.B: Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
  - 6.W.3.A: Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.
  - 6.W.3.B: Self- and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
  - 6.LU.2.C: Recognize and consistently spell frequently used words accurately.

Copyright© Edmentum Inc. All Rights Reserved.

- 6.C.1.A.vi: Evaluating the effectiveness of participant interactions and one's own contributions to the collaborative work.

- **WRITING AND TECHNOLOGY**
  - 6.C.3.B: Craft and publish audience-specific media messages that present claims and findings in a logical sequence.

Unit 9: Writing Skills 2

- **INTRODUCTIONS**
  - 6.W.2.A.i: Composing a thesis statement that focuses the topic and introduces the piece clearly.
- **CONCLUSIONS**
  - 6.W.2.A.vii: Providing a concluding statement or section.
  - 6.C.1.A.v: Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
- **TRANSITIONS**
  - 6.W.2.A.ii: Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
  - 6.W.2.A.iv: Using transitions to show relationships between ideas, signal a shift or change in the writers thoughts, and make sentences clearer.
  - 6.W.3.A: Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.
  - 6.LU.1.C: Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

Unit 10: Types of Writing

- **PERSONAL NARRATIVES**
  - 6.W.1.A: Write narratives to entertain, to share a personal experience, or to alter an existing story that uses narrative techniques to develop the characters, event(s), and experience(s).
  - 6.W.1.D: Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
- **NARRATIVE TECHNIQUES**
  - 6.LU.2.B: Use and punctuate dialogue and direct quotations appropriately in writing.
- **EXPOSITORY ESSAYS**
  - 6.W.1.B: Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
  - 6.W.2.A.i: Composing a thesis statement that focuses the topic and introduces the piece clearly.
  - 6.W.2.A.ii: Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.

Copyright© Edmentum Inc. All Rights Reserved.

- 6.W.2.A.iii: Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
- 6.W.2.A.vii: Providing a concluding statement or section.

- **PERSUASIVE ESSAYS**
  - 6.W.1.C: Write persuasively about topics or texts, including media messages, supporting well-defined claims with clear reasons and evidence that are logically grouped.
  - 6.W.2.A.i: Composing a thesis statement that focuses the topic and introduces the piece clearly.

Unit 11: Sentence Structure

- **SENTENCE TYPES**
  - 6.W.2.A.vi: Expanding and embedding ideas to create sentence variety.

Unit 12: Usage

- **PRONOUNS**
  - 6.LU.1.B: Use pronoun-antecedent agreement, including indefinite and reflexive pronouns when speaking and writing.
- **CONJUNCTIONS**
  - 6.LU.1.A: Construct simple, compound, and complex sentences to communicate ideas clearly and add variety to writing.
  - 6.LU.1.C: Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
- **SPELLING RULES**
  - 6.LU.1.E: Form and use often confusing verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences.
  - 6.W.3.B: Self- and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
  - 6.LU.2.C: Recognize and consistently spell frequently used words accurately.
  - 6.LU.2.D: Consult reference materials to check and correct spelling.

Unit 13: 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.

Copyright© Edmentum Inc. All Rights Reserved.

- 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.

- **COMMONLY CONFUSED WORDS**
  - 6.LU.1.E: Form and use often confusing verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences.
  - 6.W.3.B: Self- and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
  - 6.LU.2.C: Recognize and consistently spell frequently used words accurately.
  - 6.LU.2.D: Consult reference materials to check and correct spelling.
- **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 14: Evaluating Information

- **REFINING A RESEARCH QUESTION**
  - 6.R.1.A: Formulate appropriately narrow questions about a research topic and refocus the inquiry when appropriate.
- **GATHERING INFORMATION**
  - 6.R.1.B: Collect information from multiple sources, using search terms effectively.
- **SYNTHESIZING INFORMATION**
  - 6.R.1.B: Collect information from multiple sources, using search terms effectively.
- **AVOIDING PLAGIARISM**
  - 6.R.1.D: Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
  - 6.R.1.F: Give credit for information quoted or paraphrased using standard citations (e.g., author, article title, webpage, and publication date).

Copyright© Edmentum Inc. All Rights Reserved.

- 6.R.1.G: Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies as they develop.

Unit 15: Presenting Ideas

- **DISCUSSION GUIDELINES**
  - 6.C.1.A.i: Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
  - 6.C.1.A.ii: Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
- **ANALYZING AND DEVELOPING A SPEECH**
  - 6.C.2.A.i: Clearly communicating information in an organized or succinct manner.
  - 6.C.2.A.ii: Providing evidence to support the main idea.
  - 6.C.2.A.iv: Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
  - 6.C.2.A.v: Using nonverbal skills, such as proper posture and stance, gestures, and eye movement to enhance the overall message.
  - 6.C.2.A.vi: Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement).
  - 6.C.2.A.vii: Referencing source material as appropriate during the presentation.

Copyright© Edmentum Inc. All Rights Reserved.