SOL EOC Tutorials for Virginia 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, 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.

1. MEDIA ANALYSIS

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - **R.9.5.a** *Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.*

- **PRINT AND NONPRINT TEXTS**
  - **R.9.5.a** *Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.*

2. VOCABULARY DEVELOPMENT

- **ROOTS, PREFIXES, AND SUFFIXES**
  - **R.9.3.a** *Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.*
  - **R.10.3.a** *Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.*
  - **R.11.3.a** *Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.*

- **USING CONTEXTUAL CLUES**
  - **R.9.3.a** *Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.*
  - **R.9.3.b** *Use context, structure, and connotations to determine meanings of words and phrases.*
  - **R.10.3.a** *Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.*
  - **R.10.3.b** *Use context, structure, and connotations to determine meanings of words and phrases.*
  - **R.11.3.a** *Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.*
  - **R.11.3.b** *Use context, structure, and connotations to determine meanings of words and phrases.*

- **CONNOTATION AND DENOTATION**

- **R.9.3.b** *Use context, structure, and connotations to determine meanings of words and phrases.*
- **R.9.3.c** *Discriminate between connotative and denotative meanings and interpret the connotation.*
- **R.10.3.b** *Use context, structure, and connotations to determine meanings of words and phrases.*
- **R.10.3.c** *Discriminate between connotative and denotative meanings and interpret the connotation.*
- **R.11.3.b** *Use context, structure, and connotations to determine meanings of words and phrases.*
- **R.11.3.c** *Discriminate between connotative and denotative meanings and interpret the connotation.*

3. ANALYZING LANGUAGE

- ## ANALYZING FIGURES OF SPEECH AND IDIOMS

  - **R.9.3.d** *Identify the meaning of common idioms.*
  - **R.10.3.d** *Explain the meaning of common idioms.*
  - **R.11.3.d** *Explain the meaning of common idioms.*

- ## TECHNICAL LANGUAGE

  - **R.9.3.a** *Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.*
  - **R.10.3.a** *Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.*
  - **R.11.3.a** *Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.*

4. ELEMENTS OF LITERATURE 1

- ## FIGURATIVE LANGUAGE

  - **R.9.3.e** *Explain the meaning of literary and classical allusions and figurative language in text.*
  - **R.10.3.e** *Explain the meaning of literary and classical allusions and figurative language in text.*
  - **R.11.3.e** *Explain the meaning of literary and classical allusions and figurative language in text.*
  - **R.10.4.i** *Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.*

- ## ALLUSIONS

  - **R.9.3.e** *Explain the meaning of literary and classical allusions and figurative language in text.*
  - **R.10.3.e** *Explain the meaning of literary and classical allusions and figurative language in text.*
  - **R.11.3.e** *Explain the meaning of literary and classical allusions and figurative language in text.*

5. ELEMENTS OF LITERATURE 2

- ## POINT OF VIEW

  - **R.9.4.b** *Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.*
  - **R.9.4.g** *Explain the influence of historical context on the form, style, and point of view of a written work.*
  - **R.10.4.h** *Explain the influence of historical context on the form, style, and point of view of a literary text(s).*

- ## PLOT

  - **R.9.4.b** *Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.*

- ## SETTING

  - **R.9.4.b** *Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.*

- ## CHARACTER TYPES

  - **R.9.4.b** *Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.*

- **R.10.4.f** *Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.*
- **R.11.4.f** *Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.*

6. ELEMENTS OF LITERATURE 3

- **IMAGERY**
  - **R.9.4.d** *Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.*
  - **R.11.4.g** *Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.*

- **THEME**
  - **R.9.4.b** *Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.*
  - **R.10.4.f** *Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.*
  - **R.11.4.f** *Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.*

- **THEMES ACROSS CULTURES**
  - **R.10.4.d** *Analyze universal themes prevalent in the literature of different cultures.*
  - **R.10.4.f** *Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.*
  - **R.11.4.f** *Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.*

7. ELEMENTS OF LITERATURE 4

- **IRONY**
  - **R.11.5.h** *Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.*

8. GENRE ANALYSIS

- **GENRE AND THEME**
  - **R.9.4.a** *Identify the characteristics that distinguish literary forms.*
  - **R.9.4.h** *Compare and contrast authors' use of literary elements within a variety of genres.*

- **LITERARY ESSAYS**
  - **R.9.4.k** *Compare/contrast details in literary and informational nonfiction texts.*
  - **R.10.4.j** *Compare/contrast details in literary and informational nonfiction texts.*
  - **R.11.4.k** *Compare/contrast literary and informational nonfiction texts.*

9. POETRY

- **RHYME SCHEME**
  - **R.9.4.d** *Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.*

- **RHYTHM AND METER**

- **R.9.4.d** *Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.*

- **POETIC STYLES**

  - **R.9.4.d** *Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.*
  - **R.11.4.g** *Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.*

10. DRAMA

- **AMERICAN DRAMA**

  - **R.11.4.c** *Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.*

- **DRAMATIC CONVENTIONS**

  - **R.10.4.f** *Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.*
  - **R.11.4.c** *Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.*
  - **R.11.4.f** *Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.*
  - **R.11.4.i** *Analyze the use of dramatic conventions in American literature.*

11. ANALYZING FICTION AND NONFICTION 1

- **ANALYZING FICTION ACROSS MEDIUMS**

  - **R.10.4.i** *Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.*

- **COMPARING FICTION AND NONFICTION**

  - **R.9.4.k** *Compare/contrast details in literary and informational nonfiction texts.*
  - **R.10.4.j** *Compare/contrast details in literary and informational nonfiction texts.*
  - **R.11.4.k** *Compare/contrast literary and informational nonfiction texts.*

- **LITERARY AND INFORMATIONAL TEXTS**

  - **R.9.4.k** *Compare/contrast details in literary and informational nonfiction texts.*
  - **R.10.4.j** *Compare/contrast details in literary and informational nonfiction texts.*
  - **R.11.4.k** *Compare/contrast literary and informational nonfiction texts.*

- **USING CULTURAL AND HISTORICAL CONTEXT**

  - **R.9.4.c** *Interpret how themes are connected across texts.*
  - **R.10.4.g** *Interpret how themes are connected within and across texts.*

12. ANALYZING FICTION AND NONFICTION 2

- **ANALYZING INTERPRETATIONS OF NONFICTION**

  - **R.9.5.a** *Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.*

13. FOUNDATIONAL AMERICAN LITERATURE

- **FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY**

- **R.9.4.g** *Explain the influence of historical context on the form, style, and point of view of a written work.*
- **R.10.4.h** *Explain the influence of historical context on the form, style, and point of view of a literary text(s).*
- **R.11.4.c** *Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.*

- **FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY**
  - **R.9.4.g** *Explain the influence of historical context on the form, style, and point of view of a written work.*
  - **R.10.4.h** *Explain the influence of historical context on the form, style, and point of view of a literary text(s).*
  - **R.11.4.c** *Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.*

- **FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY**
  - **R.9.4.g** *Explain the influence of historical context on the form, style, and point of view of a written work.*
  - **R.10.4.h** *Explain the influence of historical context on the form, style, and point of view of a literary text(s).*
  - **R.11.4.c** *Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.*

14. TEXTUAL ANALYSIS

- **ANALYZING PRIMARY SOURCE DOCUMENTS**
  - **R.11.5.f** *Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.*

- **TECHNICAL DOCUMENTS**
  - **R.11.5.c** *Analyze technical writing for clarity.*

- **SYNTHESIZING IDEAS**
  - **R.9.5.e** *Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.*
  - **R.9.5.i** *Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.*
  - **R.10.5.g** *Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.*
  - **R.10.5.i** *Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.*

- **EVALUATING EVIDENCE**
  - **R.9.5.h** *Evaluate clarity and accuracy of information.*

15. READING STRATEGIES 1

- **DRAWING CONCLUSIONS**
  - **R.9.4.j** *Make inferences and draw conclusions using references from the text(s) for support.*
  - **R.9.5.b** *Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.*
  - **R.10.4.a** *Make inferences and draw conclusions using references from the text(s) for support.*
  - **R.10.5.f** *Draw conclusions and make inferences on explicit and implied information using textual support as evidence.*
  - **R.11.5.a** *Apply information from texts to clarify understanding of concepts.*
  - **R.11.5.e** *Draw conclusions and make inferences on explicit and implied information using textual support.*

- **MAKING INFERENCES**
  - **R.9.4.j** *Make inferences and draw conclusions using references from the text(s) for support.*
  - **R.9.5.b** *Make inferences and draw conclusions based on explicit and implied information using evidence from text as*

support.

- **R.10.4.a** *Make inferences and draw conclusions using references from the text(s) for support.*
- **R.10.5.f** *Draw conclusions and make inferences on explicit and implied information using textual support as evidence.*
- **R.11.5.a** *Apply information from texts to clarify understanding of concepts.*
- **R.11.5.e** *Draw conclusions and make inferences on explicit and implied information using textual support.*

- **DETERMINING AUTHOR'S PURPOSE**
  - **R.9.5.d** *Recognize an author's intended purpose for writing and identify the main idea.*
  - **R.10.5.b** *Recognize an author's intended audience and purpose for writing.*
  - **R.11.5.g** *Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.*
  - **R.9.4.i** *Analyze how the author's specific word choices and syntax impact the author's purpose.*
  - **R.11.4.h** *Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.*

16. READING STRATEGIES 2

- **IMPLIED MAIN IDEA**
  - **R.9.5.c** *Analyze the author's qualifications, viewpoint, and impact.*

- **FACT VERSUS OPINION**
  - **R.9.5.j** *Differentiate between fact and opinion and evaluate their impact.*

- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - **R.9.5.e** *Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.*
  - **R.9.5.i** *Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.*
  - **R.9.5.k** *Analyze ideas within and between selections providing textual evidence.*
  - **R.10.5.a** *Analyze text features and organizational patterns to evaluate the meaning of texts.*
  - **R.10.5.g** *Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.*
  - **R.10.5.h** *Analyze ideas within and between selections providing textual evidence.*
  - **R.10.5.i** *Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.*

- **VISUAL AIDS**
  - **R.10.5.e** *Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.*

17. ANALYZING FALLACIES

- **LOGICAL FALLACIES**
  - **R.11.5.g** *Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.*

- **RHETORICAL FALLACIES**
  - **R.11.5.g** *Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.*

18. AUTHOR'S VOICE AND METHOD 1

- **ANALYZING AUTHOR'S PERSPECTIVE**
  - **R.11.4.e** *Analyze how context and language structures convey an author's intent and viewpoint.*
  - **R.9.5.c** *Analyze the author's qualifications, viewpoint, and impact.*

- **COMPARE AND CONTRAST**

- **R.10.4.k** *Compare and contrast how literary devices convey a message and elicit a reader's emotions.*
- **R.10.5.d** *Compare and contrast informational texts for intent and content.*
- **R.11.5.f** *Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.*

19. AUTHOR'S VOICE AND METHOD 2

- ### ANALYZING AUTHOR'S STYLE

  - **R.9.4.f** *Explain the relationship between the author's style and literary effect.*

- ### WORD CHOICE

  - **R.9.4.i** *Analyze how the author's specific word choices and syntax impact the author's purpose.*
  - **R.10.4.i** *Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.*
  - **R.11.4.h** *Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.*

- ### TONE AND MOOD

  - **R.9.4.f** *Explain the relationship between the author's style and literary effect.*
  - **R.9.4.b** *Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.*
  - **R.10.4.i** *Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.*
  - **R.11.4.h** *Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.*

20. FIGURES OF SPEECH

- ### HYPERBOLE AND UNDERSTATEMENT

  - **R.11.5.h** *Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.*

- ### OXYMORON AND PARADOX

  - **R.11.5.h** *Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.*

21. BUILDING AN ESSAY

- ### DETERMINING AN APPROPRIATE ESSAY FORMAT

  - **R.9.5.f** *Identify characteristics of expository, technical, and persuasive texts.*

22. EXPOSITORY AND PERSUASIVE WRITING

- ### EXPOSITORY THESIS STATEMENTS

  - **R.9.5.g** *Identify a position/argument to be confirmed, disproved, or modified.*

- ### PERSUASIVE THESIS STATEMENTS

  - **R.9.5.g** *Identify a position/argument to be confirmed, disproved, or modified.*

- ### CLAIMS AND COUNTERCLAIMS

  - **R.11.5.g** *Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.*

- ### ANALYZING AND DEVELOPING A SPEECH

  - **R.11.5.g** *Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.*

23. 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**