

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

- **9.8.a** Use technology as a tool for research to organize, evaluate, and communicate information.
- **10.8.a** Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
- **11.8.a** Use technology as a tool to research, organize, evaluate, and communicate information.

● PRINT AND NONPRINT TEXTS

- **9.8.a** Use technology as a tool for research to organize, evaluate, and communicate information.
- **10.8.a** Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
- **11.8.a** Use technology as a tool to research, organize, evaluate, and communicate information.

2. AUTHOR'S VOICE AND METHOD 1

● ANALYZING AUTHOR'S PERSPECTIVE

- **10.8.d** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- **11.8.e** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- **9.8.e** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

● IMAGERY

- **9.6.e** Elaborate ideas clearly through word choice and vivid description.
- **10.6.c** Elaborate ideas clearly through word choice and vivid description.

- **FORMAL AND INFORMAL LANGUAGE**

- **9.6.e** *Elaborate ideas clearly through word choice and vivid description.*
- **10.6.c** *Elaborate ideas clearly through word choice and vivid description.*
- **11.6.e** *Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.*

3. AUTHOR'S VOICE AND METHOD 2

- **SENTENCE STYLE**

- **9.6.d** *Write clear, varied sentences using specific vocabulary and information.*
- **10.6.d** *Write clear and varied sentences, clarifying ideas with precise and relevant evidence.*

- **TONE AND MOOD**

- **9.6.e** *Elaborate ideas clearly through word choice and vivid description.*
- **10.6.c** *Elaborate ideas clearly through word choice and vivid description.*
- **11.6.e** *Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.*

- **WORD CHOICE**

- **9.6.e** *Elaborate ideas clearly through word choice and vivid description.*
- **10.6.c** *Elaborate ideas clearly through word choice and vivid description.*
- **11.6.e** *Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.*

4. BUILDING AN ESSAY 1

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**

- **9.6.b** *Plan and organize writing to address a specific audience and purpose.*
- **10.6.a** *Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.*
- **11.6.a** *Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.*

- **PREWRITING**

- **9.6.a** *Generate, gather, and organize ideas for writing.*
- **10.6.a** *Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.*
- **11.6.a** *Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.*

- **INTEGRATING QUOTES AND COMMENTARY**

- **9.8.f** *Credit the sources of quoted, paraphrased, and summarized ideas.*

5. BUILDING AN ESSAY 2

- **INTRODUCTIONS**

- **10.6.e** *Organize ideas into a logical sequence using transitions.*

- **CONCLUSIONS**

- **10.6.e** *Organize ideas into a logical sequence using transitions.*

- **TEXT STRUCTURES AND DEVELOPMENT**

- **11.6.c** *Organize ideas in a sustained and logical manner.*
- **11.8.f** *Synthesize and present information in a logical sequence.*
- **9.6.f** *Arrange paragraphs into a logical progression.*

- **TRANSITIONAL ELEMENTS**

- **10.6.e** Organize ideas into a logical sequence using transitions.
- **9.6.g** Use transitions between paragraphs and ideas.

6. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**

- **9.6.c** Communicate clearly the purpose of the writing using a thesis statement where appropriate.
- **10.8.b** Develop the central idea or focus.

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- **9.6.f** Arrange paragraphs into a logical progression.

7. PERSUASIVE WRITING 1

- **PERSUASIVE THESIS STATEMENTS**

- **9.6.c** Communicate clearly the purpose of the writing using a thesis statement where appropriate.
- **10.8.b** Develop the central idea or focus.

- **PERSUASIVE PARAGRAPH DEVELOPMENT**

- **9.6.f** Arrange paragraphs into a logical progression.
- **11.6.b** Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
- **11.6.d** Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
- **11.6.c** Organize ideas in a sustained and logical manner.

8. PERSUASIVE WRITING 2

- **CLAIMS AND COUNTERCLAIMS**

- **11.6.b** Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.

- **PERSUASIVE ESSAYS**

- **11.6.b** Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
- **11.6.c** Organize ideas in a sustained and logical manner.
- **11.6.d** Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
- **9.6.f** Arrange paragraphs into a logical progression.

9. REVISING AND EDITING 1

- **REVISING AND EDITING**

- **11.8.i** Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

10. REVISING AND EDITING 2

- **UNITY AND FOCUS**

- **9.6.h** Revise writing for clarity of content, accuracy and depth of information.
- **10.6.f** Revise writing for clarity of content, accuracy, and depth of information.
- **11.6.f** Revise writing for clarity of content, accuracy and depth of information.

- **11.8.h** *Revise writing for clarity of content, accuracy, and depth of information.*

- **WORDINESS AND REDUNDANCY**

- **9.6.h** *Revise writing for clarity of content, accuracy and depth of information.*
- **10.6.f** *Revise writing for clarity of content, accuracy, and depth of information.*
- **11.6.f** *Revise writing for clarity of content, accuracy and depth of information.*
- **11.8.h** *Revise writing for clarity of content, accuracy, and depth of information.*

11. RESEARCH

- **REFINING A RESEARCH QUESTION**

- **9.8.b** *Narrow the focus of a search.*
- **11.8.b** *Narrow a topic and develop a plan for research.*

- **GATHERING INFORMATION**

- **9.8.a** *Use technology as a tool for research to organize, evaluate, and communicate information.*
- **9.8.c** *Find, evaluate, and select appropriate sources to access information and answer questions.*
- **10.8.a** *Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.*
- **10.8.c** *Verify the accuracy, validity, and usefulness of information.*
- **11.8.a** *Use technology as a tool to research, organize, evaluate, and communicate information.*
- **11.8.d** *Critically evaluate quality, accuracy, and validity of information.*

- **AVOIDING PLAGIARISM**

- **9.8.h** *Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.*
- **10.8.f** *Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.*
- **11.8.j** *Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.*

12. TEXTUAL ANALYSIS 1

- **IMPLIED MAIN IDEA**

- **10.8.d** *Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.*
- **11.8.e** *Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.*
- **9.8.e** *Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.*

- **EVALUATING EVIDENCE**

- **9.8.d** *Verify the validity and accuracy of all information.*
- **10.8.c** *Verify the accuracy, validity, and usefulness of information.*
- **11.8.d** *Critically evaluate quality, accuracy, and validity of information.*

- **FACT VERSUS OPINION**

- **10.8.d** *Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.*
- **11.8.e** *Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.*
- **9.8.e** *Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.*

13. TEXTUAL ANALYSIS 2

• LOGICAL FALLACIES

- **10.8.d** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- **11.8.e** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- **9.8.e** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

• SYNTHESIZING IDEAS

- **10.6.b** Synthesize information to support the thesis.
- **10.8.d** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- **11.8.e** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- **11.8.f** Synthesize and present information in a logical sequence.
- **9.8.e** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

• DRAWING CONCLUSIONS

- **10.8.d** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- **11.8.e** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- **9.8.e** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

• SUMMARY, ANALYSIS, AND CRITIQUE

- **10.8.d** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- **11.8.e** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- **9.8.e** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

14. SENTENCE STRUCTURE

• SENTENCE STRUCTURE

- **9.7.a** Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.

• ACTIVE AND PASSIVE VOICE

- **9.7.a** Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.

• PARALLELISM AND VERB TENSE

- **9.7.a** Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.
- **9.7.b** Use parallel structures across sentences and paragraphs.

• FRAGMENTS AND RUN-ONS

- **11.8.i** Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

15. PARTS OF SPEECH AND CLAUSES

● NOUNS AND CAPITALIZATION

- **11.8.i** Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

● CLAUSES

- **9.7.c** Use appositives, main clauses, and subordinate clauses.

16. PHRASES

● PREPOSITIONAL AND INFINITIVE PHRASES

- **11.7.b** Use verbals and verbal phrases to achieve sentence conciseness and variety.

● GERUND AND PARTICIPIAL PHRASES

- **11.7.b** Use verbals and verbal phrases to achieve sentence conciseness and variety.

● APPOSITIVE AND ABSOLUTE PHRASES

- **9.7.c** Use appositives, main clauses, and subordinate clauses.

17. PUNCTUATION

● COLONS AND SEMICOLONS

- **10.7.b** Apply rules governing use of the colon.
- **11.8.i** Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.
- **9.7.d** Use commas and semicolons to distinguish and divide main and subordinate clauses.

● COMMAS WITH PHRASES AND CLAUSES

- **9.7.d** Use commas and semicolons to distinguish and divide main and subordinate clauses.
- **11.8.i** Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

● OTHER COMMA USAGE

- **11.8.i** Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

● SPELLING RULES

- **11.8.i** Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

18. 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**