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.

1. ELEMENTS OF LITERATURE 1

- **CHARACTERIZATION**
  - **R.6.5.a** *Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.*
  - **R.6.5.c** *Explain how an author uses character development to drive conflict and resolution.*

- **PLOT**
  - **R.6.5.c** *Explain how an author uses character development to drive conflict and resolution.*
  - **R.6.5.a** *Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.*

- **SETTING**
  - **R.6.5.a** *Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.*

2. ELEMENTS OF LITERATURE 2

- **THEME**
  - **R.6.5.a** *Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.*

- **POINT OF VIEW**
  - **R.6.5.d** *Differentiate between first and third person point-of-view.*
  - **R.6.5.a** *Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.*

3. LANGUAGE: USAGE

- **POETRY**
  - **R.6.4.d** *Identify and analyze the construction and impact of figurative language.*
  - **R.6.5.e** *Describe how word choice and imagery contribute to the meaning of a text.*
  - **R.6.5.h** *Identify and analyze the author's use of figurative language.*

- **FIGURATIVE LANGUAGE**
  - **R.6.4.d** *Identify and analyze the construction and impact of figurative language.*
  - **R.6.5.e** *Describe how word choice and imagery contribute to the meaning of a text.*
  - **R.6.5.h** *Identify and analyze the author's use of figurative language.*

4. LANGUAGE: DETERMINING MEANING

- **USING CONTEXTUAL CLUES**
  - **R.6.4.c** *Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.*

- **WORD ROOTS**
  - **R.6.4.a** *Identify word origins and derivations.*
  - **R.6.4.b** *Use roots, affixes, synonyms, and antonyms to expand vocabulary.*

- **USING REFERENCE MATERIALS**
  - **R.6.4.e** *Use word-reference materials.*

5. READING STRATEGIES 1

- **MAKING INFERENCES**
  - **R.6.5.f** *Draw conclusions and make inferences using the text for support.*
  - **R.6.6.e** *Draw conclusions and make inferences based on explicit and implied information.*

6. READING STRATEGIES 2

- **MAIN IDEA AND SUMMARY**
  - **R.6.6.b** *Identify main idea.*
  - **R.6.6.c** *Summarize supporting details.*
  - **R.6.6.d** *Create an objective summary including main idea and supporting details.*

- **SYNTHESIZING INFORMATION**
  - **R.6.6.j** *Analyze ideas within and between selections providing textual evidence.*

- **USING EVIDENCE**
  - **R.6.6.h** *Differentiate between fact and opinion.*

7. TEXT ORGANIZATION AND STRUCTURES 1

- **COMPARING FICTION AND NONFICTION**
  - **R.6.5.g** *Identify the characteristics of a variety of genres.*
  - **R.6.5.i** *Compare/contrast details in literary and informational nonfiction texts.*
  - **R.6.6.j** *Analyze ideas within and between selections providing textual evidence.*

- **ORGANIZATIONAL PATTERNS**

- ORGANIZATIONAL PATTERNS
  - **R.6.6.d** *Create an objective summary including main idea and supporting details.*
  - **R.6.5.j** *Identify transitional words and phrases that signal an author's organizational pattern.*
  - **R.6.6.a** *Skim materials using text features such as type, headings, and graphics to predict and categorize information.*
  - **R.6.6.f** *Identify the author's organizational pattern(s).*
  - **R.6.6.g** *Identify transitional words and phrases that signal an author's organizational pattern.*
  - **R.6.6.i** *Identify cause and effect relationships.*

- TRANSITIONS
  - **R.6.5.j** *Identify transitional words and phrases that signal an author's organizational pattern.*
  - **R.6.6.g** *Identify transitional words and phrases that signal an author's organizational pattern.*

8. TEXT ORGANIZATION AND STRUCTURES 2

- TEXT STRUCTURES
  - **R.6.6.i** *Identify cause and effect relationships.*

- USING GRAPHICS
  - **R.6.6.a** *Skim materials using text features such as type, headings, and graphics to predict and categorize information.*

9. 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