

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.

1. COMMUNICATION

• DISCUSSION GUIDELINES

- **CM.9.1.d** Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.
- **CM.9.1.g** Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- **CM.9.1.h** Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.
- **CM.9.1.e** Assume responsibility for specific group tasks.
- **CM.9.1.f** Share responsibility for collaborative work.
- **CM.9.1.k** Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.

• ANALYZING AND DEVELOPING A SPEECH

- **CM.9.1.j** Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).
- **CM.9.1.a** Make strategic use of multimodal tools.
- **CM.9.1.i** Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.

• PRINT AND NONPRINT TEXTS

- **CM.9.2.a** Analyze and interpret special effects used in media messages.
- **CM.9.2.b** Determine the purpose of the media message and its effect on the audience.
- **CM.9.2.c** Analyze the purpose of information and persuasive techniques used in diverse media formats.
- **CM.9.2.d** Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- **CM.9.2.f** Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- **CM.9.2.g** Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
- **CM.9.2.h** Monitor, analyze, and use multiple streams of simultaneous information.
- **CM.9.2.e** Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors,

and interpretations.

2. VOCABULARY DEVELOPMENT

- **ROOTS, PREFIXES, AND SUFFIXES**

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

- **USING CONTEXTUAL CLUES**

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

- **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.9.4.i** Analyze how the author's specific word choices and syntax impact the author's purpose.

3. ANALYZING LANGUAGE

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

- **R.9.3.d** Identify the meaning of common idioms.
- **R.9.3.b** Use context, structure, and connotations to determine meanings of words and phrases.

- **TECHNICAL LANGUAGE**

- **R.9.3.a** Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
- **R.9.5.f** Identify characteristics of expository, technical, and persuasive texts.

- **CHANGING LANGUAGE CONVENTIONS**

- **R.9.3.f** Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

4. ANALYZING THEME

- **THEME**

- **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.c** Interpret how themes are connected across texts.

- **THEMES ACROSS CULTURES**

- **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.c** Interpret how themes are connected across texts.
- **R.9.4.g** Explain the influence of historical context on the form, style, and point of view of a written work.

5. ELEMENTS OF LITERATURE 1

- **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.

- **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.

6. ELEMENTS OF LITERATURE 2

- **WORD CHOICE**

- **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.9.4.i** Analyze how the author's specific word choices and syntax impact the author's purpose.
- **CM.9.1.c** Use vocabulary appropriate to the topic, audience, and purpose.
- **R.9.3.e** Explain the meaning of literary and classical allusions and figurative language in text.

- **TO NE AND MOOD**

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

7. LITERARY DEVICES

- **ALLUSIONS**

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

- **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.

8. ANALYZING POETRY

- **RHYME AND SOUND DEVICES**

- **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.9.4.i** Analyze how the author's specific word choices and syntax impact the author's purpose.
- **R.9.4.a** Identify the characteristics that distinguish literary forms.

- **RHYTHM AND MET ER**

- **R.9.4.a** Identify the characteristics that distinguish literary forms.
- **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.

9. STYLE, PURPOSE, AND CHARACTERS

- **ANALYZING AUTHOR'S STYLE**

- **R.9.4.f** Explain the relationship between the author's style and literary effect.
- **R.9.5.c** Analyze the author's qualifications, viewpoint, and impact.

- **DETERMINING AUTHOR'S PURPOSE**

- **R.9.5.d** Recognize an author's intended purpose for writing and identify the main idea.
- **R.9.4.i** Analyze how the author's specific word choices and syntax impact the author's purpose.
- **R.9.4.l** Use reading strategies to monitor comprehension throughout the reading process.

- **R.9.5.i** Use the reading strategies to monitor comprehension throughout the reading process.
- **R.9.5.b** Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.

- **CHARACTER TYPES**

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

10. IMPLYING AND INFERRING

- **IMPLIED MAIN IDEA**

- **R.9.4.i** Use reading strategies to monitor comprehension throughout the reading process.
- **R.9.5.d** Recognize an author's intended purpose for writing and identify the main idea.
- **R.9.5.i** Use the reading strategies to monitor comprehension throughout the reading process.
- **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.k** Analyze ideas within and between selections providing textual evidence.
- **R.9.5.b** Make inferences and draw conclusions based on explicit and implied information using evidence from text as 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.9.5.i** Use the reading strategies to monitor comprehension throughout the reading process.

11. CONCLUSIONS AND CONTEXT

- **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.9.5.i** Use the reading strategies to monitor comprehension throughout the reading process.

- **USING CULTURAL AND HISTORICAL CONTEXT**

- **R.9.4.e** Analyze the cultural or social function of a literary text.
- **R.9.4.g** Explain the influence of historical context on the form, style, and point of view of a written work.
- **R.9.4.b** Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

12. READING STRATEGIES

- **SUMMARY, ANALYSIS, AND CRITIQUE**

- **R.9.5.d** Recognize an author's intended purpose for writing and identify the main idea.
- **R.9.5.e** Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

- **SYNTHESIZING IDEAS**

- **W.9.6.f** Compose a thesis for persuasive writing that advocates a position.
- **W.9.6.g** Clearly state and defend a position using reasons and evidence from credible sources as support.
- **RS.9.8.c** Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.
- **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.

- **USING BACKGROUND KNOWLEDGE**

- **R.9.4.j** Make inferences and draw conclusions using references from the text(s) for support.
- **R.9.5.i** Use the reading strategies to monitor comprehension throughout the reading process.
- **R.9.5.b** Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- **RS.9.8.a** Verify the validity and accuracy of all information.
- **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.k** Analyze ideas within and between selections providing textual evidence.

13. GENRE ANALYSIS

- **GENRE AND THEME**

- **R.9.4.a** Identify the characteristics that distinguish literary forms.
- **R.9.5.f** Identify characteristics of expository, technical, and persuasive texts.
- **R.9.4.h** Compare and contrast authors' use of literary elements within a variety of genres.
- **R.9.5.k** Analyze ideas within and between selections providing textual evidence.

- **LITERARY ESSAYS**

- **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.

- **DRAMATIC CONVENTIONS**

- **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.

14. ANALYZING TEXTS

- **LITERARY AND INFORMATIONAL TEXTS**

- **R.9.4.a** Identify the characteristics that distinguish literary forms.
- **R.9.5.f** Identify characteristics of expository, technical, and persuasive texts.
- **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.k** Compare/contrast details in literary and informational nonfiction texts.
- **R.9.5.k** Analyze ideas within and between selections providing textual evidence.
- **W.9.6.j** Use textual evidence to compare and contrast multiple texts.

- **TECHNICAL DOCUMENTS**

- **R.9.5.d** Recognize an author's intended purpose for writing and identify the main idea.
- **R.9.5.h** Evaluate clarity and accuracy of information.
- **R.9.5.f** Identify characteristics of expository, technical, and persuasive texts.

15. TEXT FORMAT AND STRUCTURE

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**

- **W.9.6.a** Engage in writing as a recursive process.
- **W.9.6.b** Plan, organize, and write for a variety of audiences and purposes.

- **W.9.6.c** Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- **W.9.6.d** Blend multiple forms of writing including embedding a narrative to produce effective essays.
- **W.9.6.k** Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.
- **R.9.4.i** Analyze how the author's specific word choices and syntax impact the author's purpose.
- **R.9.4.l** Use reading strategies to monitor comprehension throughout the reading process.
- **R.9.5.d** Recognize an author's intended purpose for writing and identify the main idea.
- **R.9.5.l** Use the reading strategies to monitor comprehension throughout the reading process.

- **TEXT STRUCTURES AND DEVELOPMENT**

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

16. BUILDING AN ESSAY

- **INTRODUCTIONS**

- **W.9.6.c** Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- **W.9.6.k** Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.

- **TRANSITIONAL ELEMENTS**

- **W.9.6.k** Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.

- **CONCLUSIONS**

- **W.9.6.k** Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.

17. EXPOSITORY AND PERSUASIVE WRITING

- **EXPOSITORY THESIS STATEMENTS**

- **W.9.6.b** Plan, organize, and write for a variety of audiences and purposes.
- **W.9.6.e** Communicate clearly the purpose of the writing using a thesis statement.

- **PERSUASIVE THESIS STATEMENTS**

- **W.9.6.e** Communicate clearly the purpose of the writing using a thesis statement.
- **W.9.6.f** Compose a thesis for persuasive writing that advocates a position.
- **W.9.6.g** Clearly state and defend a position using reasons and evidence from credible sources as support.
- **W.9.6.b** Plan, organize, and write for a variety of audiences and purposes.

- **PERSUASIVE APPEALS AND PARAGRAPH DEVELOPMENT**

- **W.9.6.f** Compose a thesis for persuasive writing that advocates a position.
- **W.9.6.g** Clearly state and defend a position using reasons and evidence from credible sources as support.
- **W.9.6.c** Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- **W.9.6.h** Identify counterclaims and provide counter-arguments.
- **W.9.6.k** Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.

18. REVISION CONSIDERATIONS

- **UNITY AND FOCUS**

- **W.9.6.e** Communicate clearly the purpose of the writing using a thesis statement.
- **W.9.6.l** Revise writing for clarity of content, accuracy, and depth of information.

- **WORDINESS AND REDUNDANCY**

- **W.9.6.I** *Revise writing for clarity of content, accuracy, and depth of information.*

19. SENTENCE STRUCTURE

- **SENTENCE STRUCTURE**

- **W.9.7.e** *Use a variety of sentence structures to infuse sentence variety in writing.*
- **W.9.7.b** *Use appositives, main clauses, and subordinate clauses.*
- **W.9.7.c** *Use commas and semicolons to distinguish and divide main and subordinate clauses.*

- **PARALLELISM AND VERB TENSE**

- **W.9.7.a** *Use parallel structure across sentences and paragraphs.*

- **ACTIVE AND PASSIVE VOICE**

- **W.9.7.d** *Distinguish between active and passive voice.*

20. PHRASES AND CLAUSES

- **APPOSITIVE AND ABSOLUTE PHRASES**

- **W.9.7.b** *Use appositives, main clauses, and subordinate clauses.*
- **W.9.7.e** *Use a variety of sentence structures to infuse sentence variety in writing.*

- **CLAUSES**

- **W.9.7.b** *Use appositives, main clauses, and subordinate clauses.*
- **W.9.7.c** *Use commas and semicolons to distinguish and divide main and subordinate clauses.*

21. PUNCTUATION

- **COLONS AND SEMICOLONS**

- **W.9.7.c** *Use commas and semicolons to distinguish and divide main and subordinate clauses.*

- **COMMAS WITH PHRASES AND CLAUSES**

- **W.9.7.c** *Use commas and semicolons to distinguish and divide main and subordinate clauses.*

22. RESEARCH

- **GATHERING INFORMATION**

- **RS.9.8.b** *Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.*
- **RS.9.8.c** *Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.*

- **AVOIDING PLAGIARISM**

- **RS.9.8.c** *Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.*
- **RS.9.8.d** *Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).*
- **RS.9.8.e** *Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.*
- **CM.9.1.b** *Credit information sources.*

23. FACTS AND EVIDENCE

- **FACT VERSUS OPINION**

- **R.9.5.j** Differentiate between fact and opinion and evaluate their impact.
- **W.9.6.i** Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.
- **R.9.5.c** Analyze the author's qualifications, viewpoint, and impact.
- **R.9.5.g** Identify a position/argument to be confirmed, disproved, or modified.

- **EVALUATING EVIDENCE**

- **RS.9.8.a** Verify the validity and accuracy of all information.
- **R.9.5.h** Evaluate clarity and accuracy of information.
- **R.9.5.k** Analyze ideas within and between selections providing textual evidence.
- **W.9.6.c** Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- **W.9.6.g** Clearly state and defend a position using reasons and evidence from credible sources as support.
- **W.9.6.i** Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.