

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.10.1.c** *Demonstrate the ability to work effectively with diverse teams including setting rules and goals for group work such as coming to informal consensus, taking votes on key issues, and presenting alternate views.*
- **CM.10.1.e** *Include all group members and value individual contributions made by each group member.*
- **CM.10.1.f** *Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.*
- **CM.10.1.d** *Assume responsibility for specific group tasks.*
- **CM.10.1.g** *Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.*
- **CM.10.1.h** *Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.*
- **CM.10.1.k** *Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.*

### ● ANALYZING AND DEVELOPING A SPEECH

- **CM.10.1.k** *Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.*
- **CM.10.1.a** *Make strategic use of multimodal tools.*
- **CM.10.1.i** *Access, critically evaluate, and use information accurately to solve problems.*
- **CM.10.1.j** *Use reflection to evaluate one's own role and the group process in small-group activities.*

## 2. MEDIA ANALYSIS

### ● INTEGRATING GRAPHICS AND MULTIMEDIA

- **CM.10.2.h** *Monitor, analyze, and use multiple streams of simultaneous information.*

### ● PRINT AND NONPRINT TEXTS

- **CM.10.2.b** *Credit information sources.*
- **CM.10.2.c** *Evaluate sources for relationships between intent, factual content, and opinion.*

### 3. VOCABULARY DEVELOPMENT

- **ROOTS, PREFIXES, AND SUFFIXES**

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

- **USING CONTEXTUAL CLUES**

- **R.10.3.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.

- **CONNOTATION AND DENOTATION**

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

### 4. ANALYZING LANGUAGE

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

- **R.10.3.d** Explain the meaning of common idioms.
- **R.10.3.b** Use context, structure, and connotations to determine meanings of words and phrases.

- **TECHNICAL LANGUAGE**

- **R.10.3.a** Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.
- **R.10.3.f** Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

### 5. ANALYZING THEME

- **THEME**

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

- **THEMES ACROSS CULTURES**

- **R.10.4.f** Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- **R.10.4.g** Interpret how themes are connected within and across texts.
- **R.10.4.b** Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- **R.10.4.d** Analyze universal themes prevalent in the literature of different cultures.

### 6. ELEMENTS OF LITERATURE 1

- **THE TONE AND MOOD**

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

- **FIGURATIVE LANGUAGE**

- **R.10.3.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.
- **R.10.4.k** Compare and contrast how literary devices convey a message and elicit a reader's emotions.

## 7. ELEMENTS OF LITERATURE 2

### ● FORMAL AND INFORMAL LANGUAGE

- **W.10.6.e** Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- **CM.10.2.c** Evaluate sources for relationships between intent, factual content, and opinion.
- **CM.10.2.e** Analyze the purpose of information and persuasive techniques used in diverse media formats.
- **CM.10.2.f** Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- **CM.10.2.d** Analyze the impact of selected media formats on meaning.
- **CM.10.2.g** Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- **R.10.4.i** Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.

### ● WORD CHOICE

- **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.10.4.i** Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- **R.10.3.e** Explain the meaning of literary and classical allusions and figurative language in text.
- **W.10.6.k** Elaborate ideas clearly through word choice.

## 8. LITERARY DEVICES

### ● ALLUSION

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

### ● IMAGERY

- **R.10.4.i** Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- **R.10.4.k** Compare and contrast how literary devices convey a message and elicit a reader's emotions.

## 9. POETRY AND DRAMA

### ● RHYME AND SOUND DEVICES

- **R.10.4.i** Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- **R.10.4.k** Compare and contrast how literary devices convey a message and elicit a reader's emotions.

### ● RHYTHM AND MET ER

- **R.10.4.k** Compare and contrast how literary devices convey a message and elicit a reader's emotions.

### ● 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.10.4.l** Compare and contrast character development in a play to characterization in other literary forms.

## 10. FOUNDATIONAL AMERICAN LITERATURE

### ● FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY

- **R.10.4.e** Examine a literary selection from several critical perspectives.

### ● FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY

- **R.10.4.e** Examine a literary selection from several critical perspectives.

- **FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY**

- **R.10.4.e** Examine a literary selection from several critical perspectives.

## 11. TEXT CONNECTIONS

- **USING CULTURAL AND HISTORICAL CONTEXT**

- **R.10.4.h** Explain the influence of historical context on the form, style, and point of view of a literary text(s).
- **R.10.4.c** Interpret the cultural or social function of world and ethnic literature.
- **R.10.4.j** Compare/contrast details in literary and informational nonfiction texts.

- **FOUNDATIONAL U.S. DOCUMENTS**

- **R.10.5.d** Compare and contrast informational texts for intent and content.
- **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.

- **COMPARE AND CONTRAST**

- **R.10.4.a** Make inferences and draw conclusions using references from the text(s) for support.
- **R.10.5.a** Analyze text features and organizational patterns to evaluate the meaning of texts.
- **R.10.4.f** Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- **R.10.5.d** Compare and contrast informational texts for intent and content.
- **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.
- **W.10.6.I** Use textual evidence to compare and contrast multiple texts.

## 12. ANALYZING FICTION AND NONFICTION

- **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.
- **R.10.4.e** Examine a literary selection from several critical perspectives.

- **ANALYZING INTERPRETATIONS OF NONFICTION**

- **CM.10.2.c** Evaluate sources for relationships between intent, factual content, and opinion.

## 13. READING STRATEGIES 1

- **IMPLIED MAIN IDEA**

- **R.10.4.f** Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- **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.
- **R.10.4.m** Use reading strategies to monitor comprehension throughout the reading process.
- **R.10.5.f** Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- **R.10.5.j** Use reading strategies throughout the reading process to monitor comprehension.

- **MAKING INFERENCES**

- **R.10.5.f** Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- **R.10.4.a** Make inferences and draw conclusions using references from the text(s) for support.

- **DRAWING CONCLUSIONS**

- **R.10.5.f** Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- **R.10.4.a** Make inferences and draw conclusions using references from the text(s) for support.

## 14. READING STRATEGIES 2

- **SUMMARY, ANALYSIS, AND CRITIQUE**

- **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.

- **SYNTHESIZING IDEAS**

- **W.10.6.f** Compose a thesis statement for persuasive writing that advocates a position.
- **W.10.6.g** Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.
- **RS.10.8.c** Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.
- **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.

- **DETERMINING AUTHOR'S PURPOSE**

- **R.10.5.b** Recognize an author's intended audience and purpose for writing.
- **R.10.4.m** Use reading strategies to monitor comprehension throughout the reading process.
- **R.10.5.j** Use reading strategies throughout the reading process to monitor comprehension.
- **W.10.6.a** Engage in writing as a recursive process.
- **W.10.6.b** Plan and organize writing to address a specific audience and purpose.
- **R.10.5.f** Draw conclusions and make inferences on explicit and implied information using textual support as evidence.

## 15. READING STRATEGIES 3

- **TEXT STRUCTURES AND DEVELOPMENT**

- **R.10.5.a** Analyze text features and organizational patterns to evaluate the meaning of texts.
- **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.

## 16. BUILDING AN ESSAY

- **DETERMINING APPROPRIATE ESSAY FORMAT**

- **W.10.6.a** Engage in writing as a recursive process.
- **W.10.6.b** Plan and organize writing to address a specific audience and purpose.
- **W.10.6.e** Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- **W.10.6.j** Blend multiple forms of writing including embedding a narrative to produce effective essays.
- **W.10.6.c** Adjust writing content, technique, and voice for a variety of audiences and purposes.

- **PREWRITING**

- **W.10.6.b** Plan and organize writing to address a specific audience and purpose.
- **W.10.6.c** Adjust writing content, technique, and voice for a variety of audiences and purposes.

- **W.10.6.e** Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

- **COLONS AND SEMICOLONS**

- **W.10.7.d** Use colons correctly.

## 17. EXPOSITORY WRITING

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- **W.10.6.c** Adjust writing content, technique, and voice for a variety of audiences and purposes.
- **W.10.6.e** Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- **W.10.6.d** Communicate clearly the purpose of the writing using a thesis statement.

- **EXPOSITORY THESIS STATEMENTS**

- **W.10.6.d** Communicate clearly the purpose of the writing using a thesis statement.

## 18. PERSUASIVE WRITING

- **PERSUASIVE APPEALS AND PARAGRAPH DEVELOPMENT**

- **W.10.6.c** Adjust writing content, technique, and voice for a variety of audiences and purposes.
- **W.10.6.d** Communicate clearly the purpose of the writing using a thesis statement.
- **W.10.6.i** Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.
- **W.10.6.f** Compose a thesis statement for persuasive writing that advocates a position.
- **W.10.6.g** Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.
- **W.10.6.e** Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- **W.10.6.h** Identify counterclaims and provide counter-arguments.

- **PERSUASIVE THESIS STATEMENTS**

- **W.10.6.d** Communicate clearly the purpose of the writing using a thesis statement.
- **W.10.6.f** Compose a thesis statement for persuasive writing that advocates a position.
- **W.10.6.g** Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.

## 19. SENTENCE STRUCTURE

- **SENTENCE STRUCTURE**

- **W.10.7.b** Use complex sentence structure to infuse sentence variety in writing.

- **PARALLELISM AND VERB TENSE**

- **W.10.7.a** Use parallel structure across sentences and paragraphs.
- **W.10.7.e** Analyze the writing of others and suggest how writing might be improved.

- **ACTIVE AND PASSIVE VOICE**

- **W.10.7.c** Distinguish between active and passive voice.

## 20. REVISION CONSIDERATIONS

- **UNITY AND FOCUS**

- **W.10.6.d** Communicate clearly the purpose of the writing using a thesis statement.

- **W.10.6.m** *Revise writing for clarity of content, accuracy, and depth of information.*
- **W.10.6.n** *Write and revise to a standard acceptable both in the workplace and in postsecondary education.*
- **W.10.6.i** *Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.*

- **WORDINESS AND REDUNDANCY**

- **W.10.6.m** *Revise writing for clarity of content, accuracy, and depth of information.*
- **W.10.6.n** *Write and revise to a standard acceptable both in the workplace and in postsecondary education.*

## 21. RESEARCH

- **EVALUATING EVIDENCE**

- **RS.10.8.a** *Verify the accuracy, validity, and usefulness of information.*

- **AVOIDING PLAGIARISM**

- **RS.10.8.d** *Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).*
- **RS.10.8.e** *Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.*
- **CM.10.1.b** *Credit information sources.*

- **GATHERING INFORMATION**

- **RS.10.8.b** *Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.*
- **RS.10.8.c** *Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.*