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.11.1.c** *Demonstrate the ability to work collaboratively with diverse teams.*
  - **CM.11.1.d** *Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.*
  - **CM.11.1.e** *Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.*

- **ANALYZING AND DEVELOPING A SPEECH**
  - **CM.11.1.a** *Select and effectively use multimodal tools to design and develop presentation content.*
  - **CM.11.1.i** *Evaluate effectiveness of multimodal presentations.*

- **CLAIMS AND COUNTERCLAIMS**
  - **R.11.5.g** *Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.*
  - **W.11.6.b** *Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.*
  - **W.11.6.d** *Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.*
  - **CM.11.1.f** *Anticipate and address alternative or opposing perspectives and counterclaims.*
  - **CM.11.1.g** *Evaluate the various techniques used to construct arguments in multimodal presentations.*

2. MEDIA ANALYSIS

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - **CM.11.2.d** *Analyze the impact of selected media formats on meaning.*

- **PRINT AND NONPRINT TEXTS**
  - **CM.11.2.a** *Describe possible cause and effect relationships between mass media coverage and public opinion trends.*

- **CM.11.2.c** *Evaluate media sources for relationships between intent and content.*
- **CM.11.2.e** *Determine the author's purpose and intended effect on the audience for media messages.*
- **CM.11.2.f** *Manage, analyze, and synthesize multiple streams of simultaneous information.*

3. VOCABULARY DEVELOPMENT

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

- **USING CONTEXTUAL CLUES**
  - **R.11.3.b** *Use context, structure, and connotations to determine meanings of words and phrases.*

- **CONNOTATION AND DENOTATION**
  - **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.*
  - **R.11.4.h** *Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.*
  - **R.11.4.e** *Analyze how context and language structures convey an author's intent and viewpoint.*

4. ANALYZING LANGUAGE

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - **R.11.3.d** *Explain the meaning of common idioms.*
  - **R.11.3.b** *Use context, structure, and connotations to determine meanings of words and phrases.*

- **TECHNICAL LANGUAGE**
  - **R.11.3.a** *Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.*
  - **R.11.3.f** *Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.*

- **CHANGING LANGUAGE CONVENTIONS**
  - **R.11.4.b** *Compare and contrast the development of American literature in its historical context.*

5. ELEMENTS OF LITERATURE 1

- **IMAGERY**
  - **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.*

- **FIGURATIVE LANGUAGE**
  - **R.11.3.e** *Explain the meaning of literary and classical allusions and figurative language in text.*
  - **R.11.4.h** *Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.*

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

6. ELEMENTS OF LITERATURE 2

- **IRONY**
  - **R.11.5.h** *Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.*
  - **R.11.4.h** *Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.*

- **THEMES ACROSS CULTURES**
  - **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.a** *Describe contributions of different cultures to the development of American literature.*
  - **R.11.4.d** *Interpret the social or cultural function of American literature.*

7. POETRY

- **RHYME SCHEME**
  - **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.*
  - **R.11.4.h** *Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.*

- **RHYTHM AND METER**
  - **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.*

- **POETIC STYLES**
  - **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.*

8. DRAMA

- **AMERICAN DRAMA**
  - **R.11.4.i** *Analyze the use of dramatic conventions in American literature.*
  - **R.11.4.b** *Compare and contrast the development of American literature in its historical context.*
  - **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.*

- **DRAMATIC CONVENTIONS**
  - **R.11.4.i** *Analyze the use of dramatic conventions in American literature.*
  - **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.*

9. ANALYZING FICTION AND NONFICTION

- **ANALYZING FICTION ACROSS MEDIUMS**
  - **R.11.4.h** *Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.*

- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - **CM.11.2.f** *Manage, analyze, and synthesize multiple streams of simultaneous information.*

- **COMPARING FICTION AND NONFICTION**
  - **R.11.4.k** *Compare/contrast literary and informational nonfiction texts.*

10. FOUNDATIONAL AMERICAN LITERATURE

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

  - **R.11.4.d** *Interpret the social or cultural function of American literature.*
  - **R.11.4.b** *Compare and contrast the development of American literature in its historical context.*
  - **R.11.4.c** *Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.*
  - **R.11.4.e** *Analyze how context and language structures convey an author's intent and viewpoint.*
  - **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.*

- **FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY**

  - **R.11.4.b** *Compare and contrast the development of American literature in its historical context.*
  - **R.11.4.c** *Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.*
  - **R.11.4.d** *Interpret the social or cultural function of American literature.*
  - **R.11.4.e** *Analyze how context and language structures convey an author's intent and viewpoint.*
  - **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.*

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

  - **R.11.4.b** *Compare and contrast the development of American literature in its historical context.*
  - **R.11.4.c** *Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.*
  - **R.11.4.d** *Interpret the social or cultural function of American literature.*
  - **R.11.4.e** *Analyze how context and language structures convey an author's intent and viewpoint.*
  - **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.*

11. TEXTUAL ANALYSIS

- **ANALYZING PRIMARY SOURCE DOCUMENTS**

  - **RS.11.8.c** *Synthesize relevant information from primary and secondary sources and present it in a logical sequence.*

- **TECHNICAL DOCUMENTS**

  - **R.11.5.b** *Read and correctly interpret an application for employment, workplace documents, or an application for college admission.*
  - **R.11.5.c** *Analyze technical writing for clarity.*

- **SYNTHESIZING IDEAS**

  - **R.11.4.j** *Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).*
  - **W.11.6.b** *Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.*
  - **RS.11.8.c** *Synthesize relevant information from primary and secondary sources and present it in a logical sequence.*
  - **R.11.5.d** *Paraphrase and synthesize ideas within and between texts.*

12. READING STRATEGIES 1

- **DRAWING CONCLUSIONS**

  - **R.11.4.j** *Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).*

- 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.*
- R.11.5.i *Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).*

- **PREDICTING**
  - R.11.5.e *Draw conclusions and make inferences on explicit and implied information using textual support.*

13. READING STRATEGIES 2

- **MAKING INFERENCES**
  - R.11.5.e *Draw conclusions and make inferences on explicit and implied information using textual support.*

- **DETERMINING AUTHOR'S PURPOSE**
  - R.11.5.f *Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.*

14. ANALYZING FALLACIES

- **LOGICAL FALLACIES**
  - R.11.5.g *Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.*
  - W.11.6.e *Use words, phrases, clauses, and varied syntax to create a cohesive argument.*
  - W.11.6.f *Blend multiple forms of writing including embedding narratives to produce effective essays.*

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

15. AUTHOR'S VOICE AND METHOD 1

- **WORD CHOICE**
  - 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.*
  - R.11.4.e *Analyze how context and language structures convey an author's intent and viewpoint.*
  - R.11.4.h *Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.*
  - R.11.3.e *Explain the meaning of literary and classical allusions and figurative language in text.*
  - R.11.5.h *Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.*

- **TONE AND MOOD**
  - R.11.4.h *Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.*
  - R.11.5.h *Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.*

- **FORMAL AND INFORMAL LANGUAGE**
  - R.11.4.e *Analyze how context and language structures convey an author's intent and viewpoint.*
  - R.11.4.h *Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.*
  - CM.11.1.h *Use vocabulary appropriate to the topic, audience, and purpose.*

16. AUTHOR'S VOICE AND METHOD 2

- **ANALYZING AUTHOR'S STYLE**

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

- **ANALYZING AUTHOR'S PERSPECTIVE**
  - **RS.11.8.b** *Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.*

- **COMPARE AND CONTRAST**
  - **R.11.5.f** *Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.*
  - **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.11.5.d** *Paraphrase and synthesize ideas within and between texts.*

17. 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.11.4.h** *Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.*
  - **R.11.5.h** *Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.*

18. BUILDING AN ESSAY

- **DETERMINING APPROPRIATE ESSAY FORMAT**
  - **W.11.6.a** *Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.*
  - **W.11.6.f** *Blend multiple forms of writing including embedding narratives to produce effective essays.*

- **INTEGRATING QUOTES AND COMMENTARY**
  - **RS.11.8.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).*

19. PERSUASIVE WRITING

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

- **PERSUASIVE PARAGRAPH DEVELOPMENT**
  - **W.11.6.b** *Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.*
  - **W.11.6.d** *Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.*

- **PERSUASIVE ESSAYS**
  - **W.11.6.b** *Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.*
  - **W.11.6.e** *Use words, phrases, clauses, and varied syntax to create a cohesive argument.*
  - **W.11.6.f** *Blend multiple forms of writing including embedding narratives to produce effective essays.*

- **W.11.6.h** *Write and revise to a standard acceptable both in the workplace and in postsecondary education.*
- **W.11.6.c** *Organize claims, counterclaims, and evidence in a sustained and logical sequence.*

20. REVISION CONSIDERATIONS

- **UNITY AND FOCUS**
  - **W.11.6.g** *Revise writing for clarity of content, accuracy and depth of information.*
  - **W.11.6.h** *Write and revise to a standard acceptable both in the workplace and in postsecondary education.*

- **WORDINESS AND REDUNDANCY**
  - **W.11.6.g** *Revise writing for clarity of content, accuracy and depth of information.*
  - **W.11.6.h** *Write and revise to a standard acceptable both in the workplace and in postsecondary education.*

21. SENTENCE STRUCTURE

- **SENTENCE STRUCTURE**
  - **W.11.7.a** *Use complex sentence structure to infuse sentence variety in writing.*

- **ACTIVE AND PASSIVE VOICE**
  - **W.11.7.c** *Distinguish between active and passive voice.*

22. PHRASES

- **PREPOSITIONAL AND INFINITIVE PHRASES**
  - **W.11.7.b** *Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.*

- **GERUND AND PARTICIPIAL PHRASES**
  - **W.11.7.b** *Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.*

23. RESEARCH

- **REFINING A RESEARCH QUESTION**
  - **RS.11.8.a** *Critically evaluate quality, accuracy, and validity of information.*

- **AVOIDING PLAGIARISM**
  - **RS.11.8.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.11.8.e** *Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.*
  - **CM.11.1.b** *Credit information sources.*

24. GATHERING AND EVALUATING EVIDENCE

- **GATHERING INFORMATION**
  - **RS.11.8.b** *Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.*

- **EVALUATING EVIDENCE**
  - **RS.11.8.a** *Critically evaluate quality, accuracy, and validity of information.*
  - **RS.11.8.b** *Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.*

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