

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.12.1.c** *Demonstrate the ability to work collaboratively with diverse teams.*
- **CM.12.1.d** *Anticipate and address alternative or opposing perspectives and counterclaims.*
- **CM.12.1.e** *Evaluate the various techniques used to construct arguments in multimodal presentations.*
- **CM.12.1.f** *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.12.1.a** *Select and effectively use multimodal tools to design and develop presentation content.*
- **CM.12.1.g** *Critique effectiveness of multimodal presentations.*

• PRINT AND NONPRINT TEXTS

- **CM.12.2.a** *Describe possible cause and effect relationships between mass media coverage and public opinion trends.*
- **CM.12.2.b** *Evaluate media sources for relationships between intent and factual content.*
- **CM.12.2.d** *Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.*
- **CM.12.2.e** *Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.*

2. VOCABULARY DEVELOPMENT

• ROOTS, PREFIXES, AND SUFFIXES

- **R.12.3.a** *Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.*

• USING CONTEXTUAL CLUES

- **USING CONTEXTURE CLUES**

- **R.12.3.a** Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.
- **R.12.3.b** Use context, structure, and connotations to determine meanings of words and phrases.

- **CONNOTATION AND DENOTATION**

- **R.12.3.b** Use context, structure, and connotations to determine meanings of words and phrases.
- **R.12.3.c** Discriminate between connotative and denotative meanings and interpret the connotation.

3. ANALYZING LANGUAGE

- **TECHNICAL LANGUAGE**

- **R.12.3.a** Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.
- **R.12.3.e** Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

- **CHANGING LANGUAGE CONVENTIONS**

- **R.12.4.b** Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.

4. ELEMENTS OF LITERATURE

- **ALLUSIONS**

- **R.12.3.d** Explain the meaning of common idioms, and literary and classical allusions in text.

- **THEME**

- **R.12.4.b** Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.

- **SATIRE AND PARADOX**

- **R.12.5.d** Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.

5. FIGURES OF SPEECH

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

- **R.12.3.d** Explain the meaning of common idioms, and literary and classical allusions in text.
- **R.12.3.b** Use context, structure, and connotations to determine meanings of words and phrases.

- **OXYMRON AND PARADOX**

- **R.12.5.d** Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.

6. POETRY AND DRAMA

- **RHYTHM AND METER**

- **R.12.4.e** Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
- **R.12.4.f** Compare and contrast traditional and contemporary poems from many cultures.

- **RHYME SCHEME**

- **R.12.4.e** Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's

senses.

- **R.12.4.f** Compare and contrast traditional and contemporary poems from many cultures.

- **DRAMATIC CONVENTIONS**

- **R.12.4.b** Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.
- **R.12.4.g** Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.

7. ANALYZING FICTION AND NONFICTION

- **ANALYZING INTERPRETATIONS OF NONFICTION**

- **CM.12.2.e** Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
- **CM.12.2.f** Manage, analyze, and synthesize multiple streams of simultaneous information.
- **R.12.5.b** Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.

- **COMPARING FICTION AND NONFICTION**

- **R.12.4.c** Compare/contrast details in literary and informational nonfiction texts.

8. READING STRATEGIES 1

- **MAKING INFERENCES**

- **R.12.5.a** Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

- **DRAWING CONCLUSIONS**

- **R.12.5.a** Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

- **DETERMINING AUTHOR'S PURPOSE**

- **R.12.5.c** Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

9. READING STRATEGIES 2

- **SYNTHESIZING IDEAS**

- **W.12.6.b** Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
- **RS.12.8.a** Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
- **R.12.5.b** Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.

- **FACT VERSUS OPINION**

- **CM.12.2.b** Evaluate media sources for relationships between intent and factual content.
- **R.12.5.e** Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.

10. ANALYZING FALLACIES

- **LOGICAL FALLACIES**

- **R.12.5.e** Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.

- **RHETORICAL FALLACIES**

- **R.12.5.e** *Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.*

11. TEXT ORGANIZATION

- **CAUSE AND EFFECT**

- **R.12.5.c** *Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.*

- **COMPARE AND CONTRAST**

- **R.12.5.c** *Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.*
- **R.12.4.b** *Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.*

12. AUTHOR'S VOICE AND METHOD

- **ANALYZING AUTHOR'S STYLE**

- **R.12.5.d** *Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.*

- **TONE AND MOOD**

- **R.12.5.d** *Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.*

- **WORD CHOICE**

- **R.12.5.d** *Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.*
- **R.12.4.e** *Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.*

13. EXPOSITORY WRITING

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- **W.12.6.e** *Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.*
- **W.12.6.h** *Write and revise to a standard acceptable both in the workplace and in postsecondary education.*
- **W.12.6.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.*

- **EXPOSITORY ESSAYS**

- **W.12.6.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.12.6.b** *Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.*
- **W.12.6.e** *Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.*
- **W.12.6.h** *Write and revise to a standard acceptable both in the workplace and in postsecondary education.*
- **W.12.6.i** *Write to clearly describe personal qualifications for potential occupational or educational opportunities.*

14. PERSUASIVE WRITING

- **PERSUASIVE THESIS STATEMENTS**

- **W.12.6.b** *Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address*

counterclaims, and provide effective conclusions.

- **PERSUASIVE PARAGRAPH DEVELOPMENT**

- **W.12.6.b** Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
- **W.12.6.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.12.6.e** Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- **W.12.6.f** Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.

- **PERSUASIVE ESSAYS**

- **W.12.6.b** Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.

15. WRITING TECHNIQUES 1

- **PREWRITING**

- **W.12.6.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.12.6.g** Revise writing for clarity of content, depth of information, and technique of presentation.
- **W.12.7.b** Edit, proofread, and prepare writing for intended audience and purpose.

- **UNITY AND FOCUS**

- **W.12.7.b** Edit, proofread, and prepare writing for intended audience and purpose.
- **W.12.6.g** Revise writing for clarity of content, depth of information, and technique of presentation.

- **WORDINESS AND REDUNDANCY**

- **W.12.7.b** Edit, proofread, and prepare writing for intended audience and purpose.
- **W.12.6.g** Revise writing for clarity of content, depth of information, and technique of presentation.

16. WRITING TECHNIQUES 2

- **SENTENCE STRUCTURE**

- **W.12.7.a** Use complex sentence structure to infuse sentence variety in writing.

- **RHETORICAL TECHNIQUES**

- **W.12.6.c** Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.

- **INTEGRATING QUOTES AND COMMENTARY**

- **W.12.7.c** Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

17. RESEARCH

- **AVOIDING PLAGIARISM**

- **RS.12.8.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.12.8.e** *Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.*
- **CM.12.1.b** *Credit information sources.*

- **EVALUATING EVIDENCE**

- **RS.12.8.b** *Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.*
- **RS.12.8.c** *Critically evaluate the accuracy, quality, and validity of the information.*
- **R.12.5.e** *Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.*