South Carolina Tutorials are designed specifically for the South Carolina College and Career Readiness Standards and the South Carolina Academic Standards to prepare students for the South Carolina End-of-Course Examination Program (EOCEP), ACT Aspire, and the South Carolina Palmetto Assessment of State Standards (SCPASS).

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. ELEMENTS OF LITERATURE

- **CHARACTERIZATION**
  - **RL.MC.8.1** *Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.*
  - **RL.LCS.9.1** *Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.*
  - **RL.LCS.9.2** *Analyze the author's word and convention choices and draw conclusions about how they impact meaning and tone.*

- **PLOT**
  - **RL.MC.6.1** *Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*
  - **RL.MC.8.1** *Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.*
  - **RL.LCS.12.1** *Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.*

- **POINT OF VIEW**
  - **RL.LCS.11.1** *Explain how an author's development of the point of view of the narrator or speaker impacts content, meaning, and style.*

- **THEME**
  - **RL.MC.6.1** *Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*
  - **RL.MC.5.1** *Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

2. LANGUAGE USAGE

- **FIGURATIVE LANGUAGE**
  - **RL.LCS.9.1** *Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.*
  - **RL.LCS.9.2** *Analyze the author's word and convention choices and draw conclusions about how they impact meaning and tone.*
  - **RI.LCS.8.1** *Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.*
  - **RI.LCS.9.2** *Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.*

- **CONNOTATION AND DENOTATION**
  - **RL.LCS.9.1** *Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.*
  - **RI.LCS.8.1** *Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.*
  - **RL.LCS.9.2** *Analyze the author's word and convention choices and draw conclusions about how they impact meaning and tone.*
  - **RL.LCS.10.1** *Use the overall meaning of a text or a word's position or function to determine the meaning of a word or phrase.*
  - **RI.LCS.9.2** *Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.*

3. ANALYZING LITERATURE

- **LITERARY CONTEXT**
  - **I.3.2** *Examine historical, social, cultural, or political context to broaden inquiry.*
  - **RL.MC.7.2** *Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.*

- **COMPARING NARRATIVES**
  - **RI.LCS.8.1** *Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.*
  - **RL.RC.13.3** *Read and respond to grade level text to become self-directed, critical readers, and thinkers.*
  - **RI.P.4.1** *Read grade-level text with purpose and understanding.*
  - **RI.RC.12.3** *Read and respond according to task and purpose to become self-directed, critical readers and thinkers.*
  - **RL.MC.7.2** *Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.*
  - **RI.LCS.10.1** *Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.*

4. READING STRATEGIES

- **AUTHOR'S PURPOSE**
  - **RI.LCS.8.2** *Identify text features and structures that support an author's ideas or claim.*
  - **RI.LCS.11.1** *Identify text features and structures that support an author's idea or claim.*

- **CENTRAL IDEA AND SUMMARY**
  - **RL.MC.6.1** *Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*
  - **RI.MC.6.1** *Provide an objective summary of a text with two or more central ideas; cite key supporting details.*

- **MAKING INFERENCES**
  - **RL.MC.5.1** *Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
  - **RI.MC.5.1** *Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

- **RL.LCS.9.2** *Analyze the author's word and convention choices and draw conclusions about how they impact meaning and tone.*

5. ANALYZING INFORMATIONAL TEXTS 1

- **TEXT STRUCTURES**
  - **RL.LCS.12.2** *Compare and contrast how different text structures contribute to meaning and impact the reader.*
  - **RI.LCS.11.1** *Identify text features and structures that support an author's idea or claim.*

- **WORD CHOICE**
  - **RL.LCS.10.6** *Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.*
  - **RL.LCS.9.1** *Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.*
  - **RL.LCS.9.2** *Analyze the author's word and convention choices and draw conclusions about how they impact meaning and tone.*
  - **RI.LCS.8.1** *Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.*

6. ANALYZING INFORMATIONAL TEXTS 2

- **USING GRAPHICS**
  - **C.MC.3.1** *Analyze the impact of selected media and formats on meaning.*
  - **C.MC.3.2** *Utilize multimedia to enrich presentations.*
  - **C.LCS.4.3.d** *chooses appropriate media; and*

- **MAKING AN ARGUMENT**
  - **C.MC.2.1** *Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.*
  - **C.MC.2.2** *Distinguish between credible and non-credible sources of information.*
  - **RI.LCS.11.2** *Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.*

- **UNDERSTANDING MEDIA**
  - **C.MC.3.1** *Analyze the impact of selected media and formats on meaning.*

7. WRITING SKILLS 1

- **PLANNING AND ORGANIZING AN ESSAY**
  - **W.MCC.1.1.a** *introduce a focused claim and organize reasons and evidence clearly;*
  - **W.MCC.1.1.e** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*
  - **W.MCC.2.1.c** *use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;*
  - **W.MCC.2.1.g** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*
  - **W.MCC.3.1.f** *develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;*
  - **W.RC.6.1** *Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.*
  - **W.MCC.1.1.d** *use an organizational structure that provides unity and clarity among claims, reasons, and evidence;*

- **REVISING AND EDITING AN ESSAY**
  - **W.MCC.1.1.e** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*

- **W.MCC.3.1.f** *develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;*
- **W.MCC.2.1.g** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*

- **ESTABLISHING A FORMAL STYLE**
  - **W.MCC.1.1.g** *establish and maintain a formal style; and*
  - **W.MCC.2.1.l** *establish and maintain a style and tone authentic to the purpose; and*
  - **C.MC.2.4** *Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.*
  - **W.L.4.1.e** *recognize variations from standard English in one's own and others' writing; and*
  - **W.L.4.1.f** *identify and use strategies to improve expression in conventional language.*
  - **W.MCC.1.1.e** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*
  - **W.MCC.2.1.g** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*
  - **W.MCC.2.1.k** *use precise language and domain-specific vocabulary to inform or explain the topic;*

- **WRITING AND TECHNOLOGY**
  - **W.MCC.1.1.b** *use information from multiple print and multimedia sources;*
  - **W.MCC.2.1.b** *use relevant information from multiple print and multimedia sources;*
  - **W.MCC.2.1.e** *include formatting, graphics, and multimedia to aid comprehension;*

8. WRITING SKILLS 2

- **INTRODUCTIONS**
  - **W.MCC.1.1.a** *introduce a focused claim and organize reasons and evidence clearly;*
  - **W.MCC.2.1.a** *introduce a focused topic;*

- **CONCLUSIONS**
  - **W.MCC.1.1.h** *provide a conclusion that follows from and supports the argument.*
  - **W.MCC.2.1.m** *provide a concluding statement or section that follows the information or explanation presented.*

- **TRANSITIONS**
  - **W.MCC.2.1.j** *use appropriate transitions to clarify the relationships among ideas and concepts;*
  - **W.MCC.3.1.e** *use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;*

9. TYPES OF WRITING

- **ARGUMENTATIVE ESSAYS**
  - **W.MCC.1.1.h** *provide a conclusion that follows from and supports the argument.*
  - **W.MCC.1.1.a** *introduce a focused claim and organize reasons and evidence clearly;*
  - **W.MCC.1.1.c** *support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text;*

- **EXPOSITORY ESSAYS**
  - **W.MCC.2.1.b** *use relevant information from multiple print and multimedia sources;*
  - **W.MCC.2.1.c** *use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;*
  - **W.MCC.2.1.d** *use credible sources;*
  - **W.MCC.2.1.f** *develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;*
  - **W.MCC.2.1.m** *provide a concluding statement or section that follows the information or explanation presented.*

- **SHORT NARRATIVES**
  - **W.MCC.3.1.h** *provide a conclusion that follows from and reflects on the narrated experiences or events.*
  - **W.MCC.3.1.e** *use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;*
  - **W.MCC.3.1.a** *develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences;*
  - **W.MCC.3.1.d** *use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;*
  - **W.MCC.3.1.g** *use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and*
  - **W.MCC.3.1.b** *engage and orient the reader by establishing a context and introducing a narrator and/or characters;*

- **NARRATIVE TECHNIQUES**
  - **W.MCC.3.1.a** *develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences;*
  - **W.MCC.3.1.c** *organize an event sequence that unfolds naturally and logically;*
  - **W.MCC.3.1.d** *use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;*
  - **W.MCC.3.1.g** *use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and*

10. SENTENCE STRUCTURE

- **PRONOUNS**
  - **W.L.4.1.b** *use intensive pronouns;*
  - **W.L.4.1.d** *recognize and correct pronouns with unclear or ambiguous antecedents;*
  - **W.L.4.1.a** *ensure that subjective, objective, and possessive pronouns are in the proper case;*
  - **W.L.4.1.c** *recognize and use appropriate continuity and shifts in pronoun number and person;*

- **PUNCTUATION**
  - **W.L.5.2.a** *commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and*
  - **W.L.5.2.b** *semicolons to connect main clauses and colons to introduce a list or quotation.*

11. USAGE

- **USING CONTEXTUAL CLUES**
  - **RL.LCS.9.1** *Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.*
  - **RL.LCS.10.1** *Use the overall meaning of a text or a word's position or function to determine the meaning of a word or phrase.*
  - **RI.P.4.3** *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*
  - **RI.LCS.8.1** *Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.*
  - **RI.LCS.9.1** *Determine the meaning of a word or phrase using the overall meaning of a text or a word's position or function.*
  - **RI.LCS.9.2** *Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.*