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

- **POINT OF VIEW**
  - **RL.LCS.11.1** *Analyze how the author's development of perspectives of the characters and the reader create suspense or humor.*

- **PLOT**
  - **RL.MC.8.1** *Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.*
  - **RL.LCS.12.1** *Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.*

- **THEME**
  - **RL.MC.6.1** *Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.*

- **TRANSFORMING IDEAS**
  - **RL.MC.7.2** *Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.*

2. LITERARY ELEMENTS

- **STRUCTURE AND FORM**
  - **RL.LCS.12.1** *Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.*
  - **RL.LCS.12.2** *Analyze the author's choice of structures within the text and draw conclusions about how they impact meaning.*
  - **RI.P.4.2** *Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on*

- **FIGURATIVE LANGUAGE**
  - **RL.LCS.9.1** *Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*
  - **RI.LCS.8.1** *Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.*

- **CONNOTATION AND DENOTATION**
  - **RL.LCS.9.1** *Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*
  - **RI.LCS.8.1** *Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.*

- **DRAMATIC CONVENTIONS**
  - **RI.P.4.2** *Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.*

3. READING STRATEGIES

- **CENTRAL IDEA AND SUMMARY**
  - **RL.MC.6.1** *Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.*
  - **RI.MC.6.1** *Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.*

- **AUTHOR'S PURPOSE**
  - **RI.MC.6.1** *Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.*
  - **RI.LCS.8.2** *Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.*
  - **RI.LCS.10.1** *Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.*
  - **RI.LCS.11.1** *Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.*

- **TEXT AND VISUAL ELEMENTS**
  - **RI.MC.7.1** *Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.*
  - **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;*
  - **C.MC.3.2** *Utilize multimedia to clarify information and emphasize salient points.*
  - **C.LCS.4.3.d** *chooses appropriate media; and*

- **MAKING INFERENCES**
  - **RL.MC.5.1** *Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*
  - **RI.MC.5.1** *Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*

4. ANALYZING INFORMATIONAL TEXTS 1

- **WORD CHOICE**
  - **RL.LCS.9.1** *Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*

- **RI.LCS.8.1** *Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.*

- ### SYNTHESIZING INFORMATION
  - **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.5.1** *Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*
  - **RI.MC.5.1** *Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*

- ### TEXT STRUCTURES
  - **RL.LCS.12.2** *Analyze the author's choice of structures within the text and draw conclusions about how they impact meaning.*
  - **RI.LCS.8.1** *Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.*
  - **RI.LCS.8.2** *Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.*
  - **RI.LCS.11.1** *Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.*

5. ANALYZING INFORMATIONAL TEXTS 2

- ### ANALYZING AN ARGUMENT
  - **RI.LCS.10.1** *Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.*
  - **RI.LCS.11.2** *Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.*
  - **C.MC.2.1** *Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.*

- ### ANALYZING CONFLICTING EVIDENCE
  - **RI.LCS.10.1** *Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.*
  - **RI.LCS.11.2** *Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.*
  - **C.MC.2.1** *Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.*
  - **C.MC.2.2** *Analyze and evaluate credibility of information and accuracy of findings.*

6. WRITING 1

- ### PLANNING AND ORGANIZING
  - **W.MCC.1.1.f** *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.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, counterclaims, reasons, and evidence;*

- ### ESTABLISHING A FORMAL STYLE
  - **W.MCC.1.1.h** *establish and maintain a formal style and objective tone; and*
  - **W.MCC.2.1.l** *establish and maintain a style and tone authentic to the purpose; and*
  - **W.MCC.2.1.k** *use precise language and domain-specific vocabulary to explain the topic;*

- **REVISING AND EDITING**
  - **W.MCC.1.1.f** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*
  - **W.MCC.1.1.h** *establish and maintain a formal style and objective tone; and*
  - **W.MCC.1.1.i** *provide a concluding statement or section that follows from and supports the argument.*
  - **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;*

- **WRITING AND TECHNOLOGY**
  - **W.MCC.1.1.b** *use relevant information from multiple print and multimedia sources;*

7. WRITING 2

- **INTRODUCTIONS**
  - **W.MCC.2.1.a** *introduce a topic;*
  - **W.MCC.1.1.a** *introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;*

- **CONCLUSIONS**
  - **W.MCC.2.1.m** *provide a concluding statement or section that follows and supports the information or explanation presented.*
  - **W.MCC.1.1.h** *establish and maintain a formal style and objective tone; and*
  - **W.MCC.1.1.i** *provide a concluding statement or section that follows from and supports the argument.*

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

8. WRITING 3

- **DEVELOPING EXPOSITORY ESSAYS**
  - **W.MCC.2.1.a** *introduce a topic;*
  - **W.MCC.2.1.c** *organize ideas, concepts, and information into broader categories;*
  - **W.MCC.2.1.d** *assess the credibility of each source;*
  - **W.MCC.2.1.f** *develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;*
  - **W.MCC.2.1.g** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*
  - **W.MCC.2.1.m** *provide a concluding statement or section that follows and supports the information or explanation presented.*
  - **W.MCC.2.1.k** *use precise language and domain-specific vocabulary to explain the topic;*
  - **W.MCC.2.1.e** *include formatting, graphics, and multimedia to aid comprehension;*

- **DEVELOPING ARGUMENTATIVE ESSAYS**
  - **W.MCC.1.1.a** *introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;*
  - **W.MCC.1.1.i** *provide a concluding statement or section that follows from and supports the argument.*
  - **W.MCC.1.1.c** *support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;*
  - **W.MCC.1.1.e** *develop the claim and counterclaims providing credible evidence and data for each;*
  - **W.MCC.1.1.f** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*
  - **W.MCC.1.1.h** *establish and maintain a formal style and objective tone; and*

- **IDENTIFYING ARGUMENTATIVE CLAIMS**

- ○ **W.MCC.1.1.a** *introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;*
- ○ **W.MCC.1.1.c** *support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;*

9. WRITING 4

- **SHORT NARRATIVES**
  - ○ **W.MCC.3.1.b** *engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;*
  - ○ **W.MCC.3.1.c** *organize an event sequence that unfolds naturally and logically;*
  - ○ **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.3.1.a** *develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;*
  - ○ **W.MCC.3.1.e** *use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events;*
  - ○ **W.MCC.3.1.h** *provide a conclusion that follows from and reflects on the narrated experiences or events.*

- **NARRATIVE TECHNIQUES**
  - ○ **W.MCC.3.1.a** *develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;*
  - ○ **W.MCC.3.1.d** *use dialogue, pacing, manipulation of time, and reflection, to develop experiences, events, and/or characters;*
  - ○ **W.MCC.3.1.e** *use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events;*
  - ○ **W.MCC.3.1.b** *engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;*
  - ○ **W.MCC.3.1.c** *organize an event sequence that unfolds naturally and logically;*
  - ○ **W.MCC.3.1.g** *use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events, and develop characters; and*

10. SENTENCE STRUCTURE

- **VERB TENSE AND VOICE**
  - ○ **W.L.4.1.b** *form and use verbs in the active and passive voice;*
  - ○ **W.L.4.1.d** *recognize and correct inappropriate shifts in verb voice and mood.*

- **VERB MOOD**
  - ○ **W.L.4.1.b** *form and use verbs in the active and passive voice;*
  - ○ **W.L.4.1.d** *recognize and correct inappropriate shifts in verb voice and mood.*
  - ○ **W.L.4.1.c** *form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; and*

- **VERBALS**
  - ○ **W.L.4.1.a** *show knowledge of the function of gerunds, participles, and infinitives and their functions in particular sentences;*

11. WORD USAGE

- **CONTEXT CLUES**
  - ○ **RL.LCS.9.1** *Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*
  - ○ **RL.LCS.10.1** *Use context clues to determine meanings of words and phrases.*
  - ○ **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 words, phrases, analogies, or allusions on meaning and tone.

- **PUNCTUATION**
  - **W.L.5.2.a** *commas, ellipses, and dashes to indicate a pause, break, or omission; and*
  - **W.L.5.2.b** *an ellipsis to indicate an omission.*