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 1

- **IMAGERY**

  - **RL.LCS.9.1** *Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.*
  - **W.MCC.3.1.f** *use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and*

- **FIGURATIVE LANGUAGE**

  - **RL.LCS.9.1** *Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.*
  - **RI.LCS.8.1** *Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.*

- **THEME**

  - **RL.MC.6.1** *Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*
  - **RL.MC.7.1** *Trace the development of a common theme in two different artistic mediums.*
  - **RI.MC.6.1** *Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*
  - **RL.MC.5.1** *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.*

2. ELEMENTS OF LITERATURE 2

- **CONFLICT**

  - **RL.LCS.12.1** *Determine the significance of the author's use of text structure and plot organization to create the effects of*

mystery, tension, or surprise citing support from the text.

- ○ **RL.MC.8.1** *Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.*

- **CHARACTER TYPES**

  - ○ **RL.P.4.1** *Read grade-level text with purpose and understanding.*

- **FORESHADOWING AND SUSPENSE**

  - ○ **RL.LCS.12.1** *Determine the significance of the author's use of text structure and plot organization to create the effects of mystery, tension, or surprise citing support from the text.*
  - ○ **RL.MC.8.1** *Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.*
  - ○ **RL.LCS.12.2** *Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects.*

- **RHYTHM AND METER**

  - ○ **RL.P.4.2** *Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.*
  - ○ **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 1

- **MAKING INFERENCES**

  - ○ **RL.MC.5.1** *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.*
  - ○ **RI.MC.5.1** *Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.*

- **DRAWING CONCLUSIONS**

  - ○ **RL.MC.5.1** *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.*
  - ○ **RI.MC.5.1** *Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.*

- **IMPLIED MAIN IDEA**

  - ○ **RL.MC.5.1** *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.*
  - ○ **RI.MC.5.1** *Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.*

4. READING STRATEGIES 2

- **DETERMINING AUTHOR'S PURPOSE**

  - ○ **RI.LCS.10.1** *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*
  - ○ **RI.MC.6.1** *Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*
  - ○ **RI.MC.5.1** *Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.*

- **SUMMARY, ANALYSIS, AND CRITIQUE**

- RL.MC.6.1 *Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*
- 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.MC.6.1 *Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*
- RI.RC.12.3 *Read and respond to grade level text to become self-directed, critical readers and thinkers.*

- **USING SOCIAL AND HISTORICAL CONTEXT**
  - I.3.2 *Examine historical, social, cultural, or political context to broaden inquiry and create questions.*

5. AUTHOR'S VOICE AND METHOD 1

- **ANALYZING AUTHOR'S STYLE**
  - RL.MC.8.1 *Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.*
  - RL.LCS.12.1 *Determine the significance of the author's use of text structure and plot organization to create the effects of mystery, tension, or surprise citing support from the text.*
  - RL.LCS.12.2 *Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects.*
  - RI.LCS.8.2 *Determine how an author uses text features and structures to shape meaning and tone.*
  - RI.LCS.11.1 *Explain how the author's ideas or claims are supported through the use of text features and structures.*
  - RI.LCS.8.1 *Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.*

- **ANALYZING AUTHOR'S PERSPECTIVE**
  - RI.LCS.10.1 *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*
  - RL.LCS.11.1 *Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.*

- **TONE AND MOOD**
  - RL.LCS.9.1 *Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.*
  - RI.LCS.8.1 *Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.*
  - W.MCC.2.1.k *establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and*

- **WORD CHOICE**
  - RI.LCS.8.1 *Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.*
  - RL.LCS.9.1 *Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.*
  - W.MCC.2.1.f *develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;*
  - W.MCC.2.1.j *use precise language and domain-specific vocabulary to manage the complexity of the topic;*
  - W.MCC.2.1.k *establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and*

6. STRATEGY 1

- **EVALUATING EVIDENCE**

- RL.MC.5.1 *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.*
- RI.MC.5.1 *Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.*
- RI.LCS.11.2 *Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.*
- W.MCC.1.1.h *avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;*
- W.MCC.2.1.d *assess the credibility and accuracy of each source;*
- C.MC.2.1 *Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.*
- C.MC.2.2 *Distinguish between credible and non-credible sources of information.*

- **RHETORICAL TECHNIQUES**
  - RI.LCS.8.1 *Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.*
  - RI.LCS.10.1 *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*

- **FACT VERSUS OPINION**
  - C.MC.2.1 *Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.*
  - C.MC.2.2 *Distinguish between credible and non-credible sources of information.*

- **ANALYZING AUDIENCE APPEALS**
  - W.MCC.1.1.j *include a call to action.*
  - W.MCC.2.1.f *develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;*

7. STRATEGY 2

- **CENTRAL IDEAS**
  - RI.MC.6.1 *Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*
  - RL.MC.6.1 *Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*
  - RI.LCS.8.2 *Determine how an author uses text features and structures to shape meaning and tone.*

- **TEXT STRUCTURES AND DEVELOPMENT**
  - RI.LCS.8.2 *Determine how an author uses text features and structures to shape meaning and tone.*
  - RI.LCS.11.1 *Explain how the author's ideas or claims are supported through the use of text features and structures.*
  - W.MCC.1.1.d *use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;*

- **LOGICAL FALLACIES**
  - RI.LCS.11.2 *Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.*
  - W.MCC.1.1.h *avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;*

8. TEXT CONNECTIONS 1

- **PRINT AND NONPRINT TEXTS**

- RI.MC.7.1 *Explain how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.*

- **THEMES ACROSS CULTURES**
  - RL.MC.6.1 *Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*
  - RL.MC.7.2 *Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.*

9. TEXT CONNECTIONS 2

- **ANALYZING FICTION ACROSS MEDIUMS**
  - RL.P.4.1 *Read grade-level text with purpose and understanding.*
  - RL.MC.7.1 *Trace the development of a common theme in two different artistic mediums.*
  - RL.LCS.9.1 *Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.*

- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - RI.MC.7.1 *Explain how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.*
  - RI.RC.12.3 *Read and respond to grade level text to become self-directed, critical readers and thinkers.*

- **TRANSFORMING IDEAS**
  - RL.MC.7.2 *Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.*

10. TEXT ORGANIZATION

- **COMPARE AND CONTRAST**
  - RL.MC.7.1 *Trace the development of a common theme in two different artistic mediums.*

- **CHRONOLOGY AND SEQUENCING**
  - RL.MC.8.1 *Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.*
  - RL.LCS.12.1 *Determine the significance of the author's use of text structure and plot organization to create the effects of mystery, tension, or surprise citing support from the text.*
  - RL.LCS.12.2 *Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects.*
  - W.MCC.3.1.d *use a variety of techniques to sequence events so that they build on one another to create a coherent whole;*

- **FLASHBACK AND FRAMING**
  - RL.MC.8.1 *Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.*
  - RL.LCS.12.1 *Determine the significance of the author's use of text structure and plot organization to create the effects of mystery, tension, or surprise citing support from the text.*
  - RL.LCS.12.2 *Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects.*

11. SENTENCE STRUCTURE 1

- **SENTENCE STRUCTURE**
  - W.L.5.2.a *a semicolon or a conjunctive adverb to link two or more closely related independent clauses;*

- **CLAUSES**
  - **W.L.4.1.e** *use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.*
  - **W.L.5.2.a** *a semicolon or a conjunctive adverb to link two or more closely related independent clauses;*

- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**
  - **W.L.4.1.e** *use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.*

- **PREPOSITIONAL AND INFINITIVE PHRASES**
  - **W.L.4.1.b** *identify and use gerunds, infinitives, and participles;*
  - **W.L.4.1.e** *use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.*

12. SENTENCE STRUCTURE 2

- **GERUND AND PARTICIPIAL PHRASES**
  - **W.L.4.1.b** *identify and use gerunds, infinitives, and participles;*
  - **W.L.4.1.e** *use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.*

- **APPOSITIVE AND ABSOLUTE PHRASES**
  - **W.L.4.1.e** *use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.*

- **PARALLELISM AND VERB TENSE**
  - **W.L.4.1.a** *use parallel structure;*
  - **W.L.4.1.c** *identify and use active and passive verbs;*
  - **W.L.4.1.d** *explain and use indicative, imperative, subjunctive, conditional verb moods to communicate different messages; and*

13. PUNCTUATION

- **COLONS AND SEMICOLONS**
  - **W.L.5.2.a** *a semicolon or a conjunctive adverb to link two or more closely related independent clauses;*
  - **W.L.5.2.b** *a colon to introduce a list or quotation; and*

- **COMMAS WITH PHRASES AND CLAUSES**
  - **W.L.4.1.e** *use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.*
  - **W.L.5.2.c** *commas to separate adjacent, parallel structures.*

- **END MARKS**
  - **W.L.5.2.a** *a semicolon or a conjunctive adverb to link two or more closely related independent clauses;*

14. CONTEXTUAL CLUES

- **USING CONTEXTUAL CLUES**
  - **RL.LCS.10.1** *Use context clues to determine meanings of words and phrases.*
  - **RI.LCS.9.1** *Use context clues to determine meanings of words and phrases.*

- RL.P.4.3 *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*
- RL.LCS.9.1 *Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.*
- RI.P.4.3 *Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.*
- RI.LCS.8.1 *Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.*

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - RL.LCS.9.1 *Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.*
  - RL.LCS.10.1 *Use context clues to determine meanings of words and phrases.*

- **CONNOTATION AND DENOTATION**
  - RL.LCS.9.1 *Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.*
  - RI.LCS.8.1 *Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.*
  - RI.P.4.3 *Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.*

15. USAGE

- **FORMAL AND INFORMAL LANGUAGE**
  - W.MCC.2.1.k *establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and*
  - RL.LCS.9.1 *Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.*
  - RI.LCS.8.1 *Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.*

16. BUILDING AN ESSAY 1

- **INTRODUCTIONS**
  - W.MCC.2.1.a *introduce a topic;*

- **CONCLUSIONS**
  - W.MCC.1.1.j *include a call to action.*
  - W.MCC.2.1.l *provide a concluding statement or section that follows from and supports the information or explanation presented.*

17. BUILDING AN ESSAY 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - 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 as needed;*
  - C.MC.3.2 *Create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.*

- **WRITING AND TECHNOLOGY**
  - C.MC.3.2 *Create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.*
  - RI.LCS.11.1 *Explain how the author's ideas or claims are supported through the use of text features and structures.*

- **SHORT NARRATIVES**
  - **W.MCC.3.1.a** *develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;*
  - **W.MCC.3.1.c** *use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;*
  - **W.MCC.3.1.e** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*

- **NARRATIVE TECHNIQUES**
  - **W.MCC.3.1.a** *develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;*
  - **W.MCC.3.1.b** *engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events;*
  - **W.MCC.3.1.c** *use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;*
  - **W.MCC.3.1.d** *use a variety of techniques to sequence events so that they build on one another to create a coherent whole;*
  - **W.MCC.3.1.g** *provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.*

18. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**
  - **W.MCC.2.1.a** *introduce a topic;*

- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - **W.MCC.2.1.a** *introduce a topic;*
  - **W.MCC.2.1.i** *use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;*
  - **W.MCC.2.1.c** *organize complex ideas, concepts, and information to make connections and distinctions;*

- **EXPOSITORY ESSAYS**
  - **W.MCC.2.1.c** *organize complex ideas, concepts, and information to make connections and distinctions;*
  - **W.MCC.2.1.f** *develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;*
  - **W.MCC.2.1.l** *provide a concluding statement or section that follows from and supports the information or explanation presented.*

19. ARGUMENTATIVE WRITING 1

- **ARGUMENTATIVE CLAIMS**
  - **W.MCC.1.1.a** *introduce a precise claim and differentiate between the claim and counterclaims;*
  - **W.MCC.1.1.c** *assess the credibility and accuracy of each source;*
  - **W.MCC.1.1.e** *develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;*
  - **W.MCC.3.1.c** *use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;*
  - **W.MCC.3.1.e** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - **RI.LCS.11.2** *Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.*
  - **W.MCC.1.1.a** *introduce a precise claim and differentiate between the claim and counterclaims;*

- **W.MCC.1.1.d** *use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;*
- **W.MCC.1.1.e** *develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;*
- **W.MCC.1.1.i** *provide a concluding statement or section that follows from and supports the argument presented; and*
- **RI.LCS.10.1** *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*

- **ARGUMENTATIVE ESSAYS**
  - **W.MCC.1.1.a** *introduce a precise claim and differentiate between the claim and counterclaims;*
  - **W.MCC.1.1.e** *develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;*
  - **W.MCC.1.1.i** *provide a concluding statement or section that follows from and supports the argument presented; and*
  - **W.MCC.1.1.j** *include a call to action.*
  - **W.MCC.1.1.d** *use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;*

20. ARGUMENTATIVE WRITING 2

- **TYPES OF EVIDENCE**
  - **W.MCC.1.1.b** *use relevant information from multiple print and multimedia sources;*
  - **W.MCC.1.1.c** *assess the credibility and accuracy of each source;*
  - **W.MCC.1.1.e** *develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;*

- **CLAIMS AND COUNTERCLAIMS**
  - **W.MCC.1.1.a** *introduce a precise claim and differentiate between the claim and counterclaims;*
  - **W.MCC.1.1.c** *assess the credibility and accuracy of each source;*
  - **W.MCC.1.1.e** *develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;*
  - **RI.MC.5.1** *Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.*

21. RESEARCH

- **REFINING A RESEARCH QUESTION**
  - **I.1.1** *Use a recursive process to develop, evaluate, and refine, questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.*
  - **I.2.1** *Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.*
  - **I.3.1** *Develop a plan of action by using appropriate discipline-specific strategies.*

- **GATHERING INFORMATION**
  - **I.3.2** *Examine historical, social, cultural, or political context to broaden inquiry and create questions.*
  - **I.3.3** *Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.*
  - **W.MCC.1.1.b** *use relevant information from multiple print and multimedia sources;*

- **AVOIDING PLAGIARISM**
  - **W.MCC.1.1.g** *quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;*
  - **W.MCC.2.1.g** *quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;*
  - **C.MC.2.3** *Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format*

for citation.

- **SYNTHESIZING IDEAS**
  - **I.3.4** *Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.*
  - **I.4.1** *Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.*
  - **I.4.2** *Evaluate findings; address conflicting information; identify misconceptions; and revise.*
  - **I.4.3** *Determine appropriate disciplinary tools to communicate findings and/or take informed action.*
  - **W.MCC.1.1.a** *introduce a precise claim and differentiate between the claim and counterclaims;*

22. REVISION CONSIDERATIONS 1

- **PREWRITING**
  - **W.MCC.2.1.k** *establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and*
  - **W.MCC.1.1.f** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*
  - **W.MCC.2.1.a** *introduce a topic;*
  - **W.MCC.2.1.h** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*
  - **W.MCC.3.1.e** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*

- **UNITY AND FOCUS**
  - **W.MCC.1.1.f** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*
  - **W.MCC.2.1.a** *introduce a topic;*
  - **W.MCC.2.1.h** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*
  - **W.MCC.2.1.i** *use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;*
  - **W.MCC.3.1.d** *use a variety of techniques to sequence events so that they build on one another to create a coherent whole;*
  - **W.MCC.3.1.e** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*
  - **W.MCC.3.1.f** *use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and*

- **WORDINESS AND REDUNDANCY**
  - **W.MCC.1.1.f** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*
  - **W.MCC.2.1.h** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*
  - **W.MCC.3.1.e** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*
  - **W.MCC.3.1.f** *use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and*

23. REVISION CONSIDERATIONS 2

- **TRANSITIONAL ELEMENTS**
  - **W.MCC.2.1.i** *use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;*
  - **W.MCC.2.1.h** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*
  - **W.MCC.1.1.f** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*
  - **W.MCC.3.1.e** *develop and strengthen writing as needed by planning, revising, editing, rewriting;*

- **MAINTAINING A FORMAL STYLE**
  - **W.MCC.2.1.f** *develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;*
  - **W.MCC.2.1.k** *establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and*

- **W.MCC.2.1.j** *use precise language and domain-specific vocabulary to manage the complexity of the topic;*

24. SPEAKING AND LISTENING

- **DISCUSSION GUIDELINES**
  - **C.MC.1.1** *Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.*
  - **C.MC.1.2** *Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.*
  - **C.MC.1.3** *Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.*
  - **C.MC.1.4** *Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.*
  - **C.MC.1.5** *Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.*
  - **C.MC.1.6** *Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.*
  - **C.MC.2.1** *Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.*
  - **C.MC.2.4** *Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.*
  - **C.MC.3.1** *Determine how context influences the mode of communication used by the presenter in a given situation.*

- **ANALYZING AND DEVELOPING A SPEECH**
  - **C.LCS.4.1** *Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.*
  - **C.MC.3.1** *Determine how context influences the mode of communication used by the presenter in a given situation.*
  - **C.LCS.4.2** *Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals.*
  - **C.LCS.4.3** *Analyze the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.*
  - **C.LCS.5.1** *Remain conscious of the audience and anticipate possible misconceptions or objections.*
  - **C.LCS.5.2** *Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience.*
  - **C.LCS.5.3** *Develop messages that use logical, emotional, and ethical appeals.*