

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**

- **W.MCC.3.1.g** *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**

- **RLLCS.9.1** *Evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.*
- **RLLCS.10.1** *Use context clues to determine meanings of words and phrases.*
- **RI.LCS.8.1** *Determine the figurative, connotative, or technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases.*

- **SYMBOLISM AND ALLEGORY**

- **RLLCS.9.1** *Evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.*

2. ELEMENTS OF LITERATURE 2

- **CHARACTERS AND CONFLICT**

- **RLLCS.12.1** *Evaluate various texts to formulate a theory regarding the authors' use of structure, plot, and manipulation of time citing support from the texts.*
- **RLLCS.12.2** *Critique how an author's choices concerning how to structure texts, order events within the text, and manipulate time create different effects.*

- **CHARACTER TYPES**

- **RL.P.4.1** Read grade-level text with purpose and understanding.
- **RL.MC.8.1** Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.

- **FORESHADOWING AND SUSPENSE**

- **RL.MC.8.1** Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.
- **RL.LCS.12.2** Critique how an author's choices concerning how to structure texts, order events within the text, and manipulate time create different effects.

- **SETTING**

- **RL.MC.8.1** Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.

3. ELEMENTS OF LITERATURE 3

- **PLOT**

- **RL.LCS.12.1** Evaluate various texts to formulate a theory regarding the authors' use of structure, plot, and manipulation of time citing support from the texts.

- **THEMES IN FICTION**

- **RL.MC.6.1** Analyze the development of related themes across a variety of texts citing evidence to support analysis; provide an objective summary.
- **RL.MC.7.1** Analyze the development of theme across diverse media, modality, and format.

- **RESOLUTIONS**

- **RL.LCS.12.1** Evaluate various texts to formulate a theory regarding the authors' use of structure, plot, and manipulation of time citing support from the texts.
- **RL.LCS.12.2** Critique how an author's choices concerning how to structure texts, order events within the text, and manipulate time create different effects.

4. ELEMENTS OF LITERATURE 4

- **POINT OF VIEW I**

- **RL.LCS.11.1** Analyze how point of view and author's perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.

- **POINT OF VIEW II**

- **RL.LCS.11.1** Analyze how point of view and author's perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.

- **POETIC STYLES**

- **RL.LCS.12.1** Evaluate various texts to formulate a theory regarding the authors' use of structure, plot, and manipulation of time citing support from the texts.
- **RI.P.4.2** Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

- **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.

5. 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 including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.
- **RI.MC.5.1** Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate 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 including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.
- **RI.MC.5.1** Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.

• USING SOCIAL AND HISTORICAL CONTEXT

- **I.3.2** Examine historical, social, cultural, or political context to broaden inquiry and create questions.

6. READING STRATEGIES 2

• IMPLIED MAIN IDEA

- **RI.MC.6.1** Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; 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 including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.
- **RI.MC.5.1** Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.

• DETERMINING AUTHOR'S PURPOSE

- **RI.MC.6.1** Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.
- **RL.LCS.11.1** Analyze how point of view and author's perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.
- **RI.LCS.10.1** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- **RI.LCS.11.2** Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.

• SUMMARY, ANALYSIS, AND CRITIQUE

- **RI.MC.6.1** Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.
- **RL.MC.6.1** Analyze the development of related themes across a variety of texts citing evidence to support analysis; provide

an objective summary.

- **RL.RC.13.3** *Read and respond to grade level text as 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 to grade level text to become self-directed, critical readers and thinkers.*

7. GENRES

• TRANSFORMING LITERATURE

- **RL.MC.7.1** *Analyze the development of theme across diverse media, modality, and format.*
- **RL.MC.7.2** *Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.*

8. AUTHOR'S VOICE AND METHOD 1

• ANALYZING AUTHOR'S STYLE

- **RI.LCS.10.1** *Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.*
- **RL.MC.8.1** *Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.*
- **RI.LCS.8.2** *Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.*

• ANALYZING AUTHOR'S PERSPECTIVE

- **RL.LCS.11.1** *Analyze how point of view and author's perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.*
- **RI.LCS.10.1** *Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.*
- **RI.LCS.11.2** *Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.*

• HYPERBOLE AND UNDERSTATEMENT

- **RL.LCS.9.1** *Evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.*

9. AUTHOR'S VOICE AND METHOD 2

• IRONY AND SARCASM

- **RL.LCS.9.1** *Evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.*

• OXYMORON AND PARADOX

- **RL.LCS.9.1** *Evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.*

• TONE AND MOOD

- **RL.LCS.9.1** *Evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.*
- **RI.LCS.8.1** *Determine the figurative, connotative, or technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases.*
- **W.MCC.1.1.g** *establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;*

- **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**

- **RLCS.9.1** *Evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.*
- **RLCS.10.1** *Use context clues to determine meanings of words and phrases.*
- **RI.LCS.8.1** *Determine the figurative, connotative, or technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases.*
- **W.MCC.2.1.f** *develop the topic thoroughly by selecting significant and relevant 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.3.1.g** *use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and*

10. STRATEGY 1

- **EVALUATING EVIDENCE**

- **RLMC.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 including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.*
- **RI.MC.5.1** *Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.*
- **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 strengths and limitations of each source, 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.*

- **CENTRAL IDEAS**

- **RLMC.6.1** *Analyze the development of related themes across a variety of texts citing evidence to support analysis; provide an objective summary.*
- **RI.MC.6.1** *Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.*

- **ANALYZING EFFECTIVE TEXT STRUCTURES**

- **RI.LCS.8.2** *Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.*
- **RI.LCS.11.1** *Compare and contrast the effectiveness of authors' uses of text features and structures to support similar claims.*

- **TEXT STRUCTURES IN FICTION**

- **RLCS.12.1** *Evaluate various texts to formulate a theory regarding the authors' use of structure, plot, and manipulation of time citing support from the texts.*
- **RLCS.12.2** *Critique how an author's choices concerning how to structure texts, order events within the text, and manipulate time create different effects.*

11. STRATEGY 2

- **RHETORICAL TECHNIQUES**

- **RI.LCS.10.1** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

- **ANALYZING LANGUAGE**

- **W.MCC.2.1.f** develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;

- **FACT VERSUS OPINION**

- **RI.LCS.11.2** Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.
- **C.MC.2.2** Distinguish between credible and non-credible sources of information.

- **ANALYZING AUDIENCE APPEALS**

- **RI.LCS.11.2** Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.

12. TEXT CONNECTIONS

- **ANALYZING INTERPRETATIONS OF FICTION**

- **RL.P.4.1** Read grade-level text with purpose and understanding.
- **RL.MC.7.1** Analyze the development of theme across diverse media, modality, and format.

- **ANALYZING INTERPRETATIONS OF NONFICTION**

- **RI.MC.7.1** Evaluate 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.
- **I.3.4** Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.
- **I.4.2** Evaluate findings; address conflicting information; identify misconceptions; and revise.

- **PRINT AND NONPRINT TEXTS**

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

- **TECHNICAL DOCUMENTS**

- **RI.LCS.8.1** Determine the figurative, connotative, or technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases.
- **RI.LCS.8.2** Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.

13. TEXT ORGANIZATION

- **COMPARE AND CONTRAST**

- **RL.MC.7.1** Analyze the development of theme across diverse media, modality, and format.
- **RI.LCS.8.1** Determine the figurative, connotative, or technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases.

- **VISUAL AIDS**

- **RI.MC.7.1** Evaluate the use of different mediums, modalities, or formats impacts the reader's understanding of events,

topics, concepts, and ideas in argument or informative texts.

- **CHRONOLOGY AND SEQUENCING**

- **RLMC.8.1** Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.
- **RLCS.12.1** Evaluate various texts to formulate a theory regarding the authors' use of structure, plot, and manipulation of time citing support from the texts.
- **RLCS.12.2** Critique how an author's choices concerning how to structure texts, order events within the text, and manipulate time create different effects.
- **W.MCC.3.1.e** use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;

- **FLASHBACK AND FRAMING**

- **RLMC.8.1** Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.
- **RLCS.12.1** Evaluate various texts to formulate a theory regarding the authors' use of structure, plot, and manipulation of time citing support from the texts.
- **RLCS.12.2** Critique how an author's choices concerning how to structure texts, order events within the text, and manipulate time create different effects.

14. PUNCTUATION

- **COLONS AND SEMICOLONS**

- **W.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

- **COMMAS WITH PHRASES AND CLAUSES**

- **W.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

- **DASHES AND HYPHENS**

- **W.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

15. CONTEXTUAL CLUES

- **USING CONTEXTUAL CLUES**

- **RLCS.10.1** Use context clues to determine meanings of words and phrases.
- **RI.CS.9.1** Use context clues to determine meanings of words and phrases.
- **RLP.4.3** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RI.P.4.3** Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.
- **RI.CS.8.1** Determine the figurative, connotative, or technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases.

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

- **RLCS.9.1** Evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.
- **RLCS.10.1** Use context clues to determine meanings of words and phrases.
- **RI.CS.9.1** Use context clues to determine meanings of words and phrases.

- **CONNOTATION AND DENOTATION**

- **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 during independent reading of text.
- **RI.LCS.8.1** Determine the figurative, connotative, or technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases.

16. USAGE

• FORMAL AND INFORMAL LANGUAGE

- **RL.LCS.9.1** Evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.
- **W.MCC.1.1.g** establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;

• CHANGING LANGUAGE CONVENTIONS

- **W.L.4.1.a** apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and
- **W.L.4.1.b** resolve issues of complex or contested usage, consulting references as needed.

• SPELLING RULES

- **W.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

• NOUNS AND CAPITALIZATION

- **W.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

17. BUILDING AN ESSAY 1

• DETERMINING APPROPRIATE ESSAY FORMAT

- **W.MCC.2.1.e** include formatting, graphics, and multimedia to aid as needed;

• INTRODUCTIONS

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

• CONCLUSIONS

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

• INTEGRATING QUOTES AND COMMENTARY

- **W.MCC.2.1.f** develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;
- **C.MC.2.3** Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

18. 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 as needed;
- **C.MC.3.2** Construct 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**

- **RI.LCS.11.2** Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.
- **C.MC.3.2** Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

• **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.b** engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;
- **W.MCC.3.1.c** create a smooth progression of experiences or events;
- **W.MCC.3.1.d** use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;
- **W.MCC.3.1.e** use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;
- **W.MCC.3.1.g** use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and
- **W.MCC.3.1.h** provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

• **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.d** use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;
- **W.MCC.3.1.b** engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;
- **W.MCC.3.1.c** create a smooth progression of experiences or events;
- **W.MCC.3.1.e** use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;
- **W.MCC.3.1.h** provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

19. 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.c** organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;
- **W.MCC.2.1.i** use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;

• **EXPOSITORY ESSAYS**

- **W.MCC.2.1.c** organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;
- **W.MCC.2.1.f** develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;
- **W.MCC.2.1.i** provide a concluding statement or section that follows from and supports the information or explanation presented.

20. ARGUMENTATIVE WRITING 1

• 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.i** quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- **W.MCC.1.1.a** introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;
- **W.MCC.1.1.j** avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;
- **W.MCC.1.1.e** develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;

• CLAIMS AND COUNTERCLAIMS

- **RI.LCS.11.2** Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.
- **W.MCC.1.1.a** introduce a clearly articulated and well-informed claim, establish the significance of the 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 claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;
- **W.MCC.1.1.f** use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;

21. ARGUMENTATIVE WRITING 2

• ARGUMENTATIVE CLAIMS

- **W.MCC.1.1.a** introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;
- **W.MCC.1.1.e** develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;

• ARGUMENTATIVE PARAGRAPH DEVELOPMENT

- **W.MCC.1.1.e** develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;
- **W.MCC.1.1.f** use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;
- **W.MCC.1.1.a** introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;

- **W.MCC.1.1.d** create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;
- **W.MCC.1.1.l** include a call to action.

• ARGUMENTATIVE ESSAYS

- **W.MCC.1.1.a** introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;
- **W.MCC.1.1.e** develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;
- **W.MCC.1.1.k** provide a concluding statement or section that follows from and supports the argument presented; and
- **W.MCC.1.1.d** create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;
- **W.MCC.1.1.f** use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;
- **W.MCC.1.1.l** include a call to action.

22. RESEARCH

• REFINING A RESEARCH QUESTION

- **I.1.1** Use a recursive process to develop, refine, and evaluate 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;
- **W.MCC.1.1.j** avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;
- **C.MC.2.1** Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, 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.

• AVOIDING PLAGIARISM

- **W.MCC.1.1.i** quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- **W.MCC.1.1.l** include a call to action.
- **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.4.1** Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.
- **I.4.3** Determine appropriate disciplinary tools to communicate findings and/or take informed action.
- **W.MCC.1.1.a** introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;

- **C.MC.2.1** Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, 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.
- **I.3.4** Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.
- **I.4.2** Evaluate findings; address conflicting information; identify misconceptions; and revise.

23. REVISION CONSIDERATIONS 1

• PREWRITING

- **W.MCC.1.1.h** 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.f** develop and strengthen writing as needed by planning, revising, editing, rewriting;

• UNITY AND FOCUS

- **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.1.1.h** develop and strengthen writing as needed by planning, revising, editing, rewriting;
- **W.MCC.2.1.i** use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
- **W.MCC.3.1.e** use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;
- **W.MCC.3.1.f** develop and strengthen writing as needed by planning, revising, editing, rewriting;

• WORDINESS AND REDUNDANCY

- **W.MCC.1.1.h** 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.f** develop and strengthen writing as needed by planning, revising, editing, rewriting;

24. REVISION CONSIDERATIONS 2

• TRANSITIONAL ELEMENTS

- **W.MCC.1.1.f** use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;
- **W.MCC.1.1.h** 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.2.1.i** use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
- **W.MCC.3.1.f** develop and strengthen writing as needed by planning, revising, editing, rewriting;

• MAINTAINING A FORMAL STYLE

- **W.MCC.1.1.g** establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;
- **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, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;

25. 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; develop logical interpretations of new findings; and restate new interpretations.
- **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 using facts and details.

• ANALYZING AND DEVELOPING A SPEECH

- **C.LCS.4.1** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- **C.MC.2.4** Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.
- **C.MC.3.1** Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.
- **C.MC.3.2** Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.
- **C.LCS.4.2** Evaluate the speaker's delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.
- **C.LCS.4.3** Evaluate the effectiveness of the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.
- **C.LCS.5.1** Give extemporaneous and planned presentations that are engaging and well-crafted.
- **C.LCS.5.2** Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.
- **C.LCS.5.3** Develop messages that use logical, emotional, and ethical appeals.