

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

● PLOT

- **RL.LCS.12.1** Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot.
- **RL.MC.8.1** Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.

● POINT OF VIEW

- **RL.LCS.11.1** Analyze how an author develops and contrasts points of view to impact content, meaning, and style.

● SETTING

- **RL.MC.8.1** Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.
- **RL.LCS.12.1** Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot.

● THEME

- **RL.MC.6.1** Determine one or more themes and analyze the development; provide an objective summary.
- **RL.LCS.12.1** Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot.
- **RL.MC.5.1** Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. LANGUAGE USAGE

● POETIC DEVICES

- **RL.LCS.9.2** Analyze the impact of the author's choice of words, word phrases, and conventions on meaning and tone.
- **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 successive readings.
- **RL.LCS.12.1** Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot.

- **FIGURATIVE LANGUAGE**

- **RL.LCS.9.1** Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.
- **RL.LCS.9.2** Analyze the impact of the author's choice of words, word phrases, and conventions on meaning and tone.
- **RI.LCS.8.1** Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.

- **CONNOTATION AND DENOTATION**

- **RL.LCS.9.1** Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.
- **RI.LCS.8.1** Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.
- **RL.LCS.9.2** Analyze the impact of the author's choice of words, word phrases, and conventions on meaning and tone.

- **COMPARING FICTION AND NONFICTION**

- **RL.MC.7.2** Compare and contrast a literary depiction of a time, place, or character to a historical account of the same period to understand how authors use or alter history for rhetorical effect.
- **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.

3. READING STRATEGIES

- **AUTHOR'S PURPOSE**

- **RI.LCS.10.1** Determine an author's perspective or purpose and analyze how the author distinguishes his/her position from others.
- **RL.MC.6.1** Determine one or more themes and analyze the development; provide an objective summary.
- **RI.LCS.8.2** Determine the impact of text features and structures on an author's ideas or claim.
- **RI.LCS.11.1** Determine the impact of text features and structures on an author's ideas or claims.

- **CENTRAL IDEA**

- **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.MC.5.1** Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **SUMMARIZING INFORMATION**

- **RL.MC.6.1** Determine one or more themes and analyze the development; 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.

- **MAKING INFERENCES**

- **RL.MC.5.1** Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.LCS.9.2** Analyze the impact of the author's choice of words, word phrases, and conventions on meaning and tone.

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

4. ANALYZING ARGUMENTATIVE TEXTS

● ANALYZING AN ARGUMENT

- **RI.LCS.11.2** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- **C.MC.2.1** Gather relevant information from diverse print and multimedia sources to articulate claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions facts and details.
- **RI.LCS.10.1** Determine an author's perspective or purpose and analyze how the author distinguishes his/her position from others.

● USING EVIDENCE

- **C.MC.2.1** Gather relevant information from diverse print and multimedia sources to articulate claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions facts and details.
- **C.MC.2.2** Analyze and evaluate the credibility of information and accuracy of findings.
- **RI.LCS.11.2** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

5. ANALYZING INFORMATIONAL TEXTS

● TEXT STRUCTURES

- **RI.LCS.8.2** Determine the impact of text features and structures on an author's ideas or claim.
- **RI.LCS.11.1** Determine the impact of text features and structures on an author's ideas or claims.
- **RI.LCS.12.2** Analyze the author's choice of structures within the text and draw conclusions about how they impact meaning.

● USING GRAPHICS

- **RI.MC.7.1** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.
- **W.MCC.2.1.e** include formatting, graphics, and multimedia to aid comprehension;
- **C.LCS.4.3.d** chooses appropriate media; and

6. WRITING SKILLS 1

● PLANNING AND ORGANIZING AN ESSAY

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

● REVISING AND EDITING AN ESSAY

- **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.MCC.3.1.f** develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
- **W.RC.6.1** Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific

tasks, and for a variety of purposes and audiences.

- **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 inform or explain the topic;

- **WRITING AND TECHNOLOGY**

- **W.MCC.1.1.b** use relevant information from multiple print and multimedia sources;
- **W.MCC.2.1.b** use relevant information from multiple print and multimedia sources;
- **W.MCC.2.1.e** include formatting, graphics, and multimedia to aid comprehension;
- **C.MC.3.2** Utilize multimedia to clarify information and strengthen claims or evidence.

7. WRITING SKILLS 2

- **INTRODUCTIONS**

- **W.MCC.1.1.a** introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically;
- **W.MCC.2.1.a** introduce a topic clearly, previewing what is to follow;

- **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.i** provide a concluding statement or section that follows from and supports the argument.

- **TRANSITIONS**

- **W.MCC.2.1.j** use appropriate 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 and signal shifts from one time frame or setting to another;
- **W.MCC.1.1.d** use an organizational structure that provides unity and clarity among claims, reasons, and evidence;

8. EXPOSITORY WRITING

- **EXPOSITORY ESSAYS**

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

- **EXPOSITORY PARAGRAPHS**

- **W.MCC.2.1.b** use relevant information from multiple print and multimedia sources;
- **W.MCC.2.1.f** develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;

9. ARGUMENTATIVE WRITING

- **ARGUMENTATIVE ESSAYS**

- **W.MCC.1.1.f** develop and strengthen writing as needed by planning, revising, editing, rewriting;
- **W.MCC.1.1.c** support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text;

- **W.MCC.1.1.e** develop the claim providing credible evidence and data for each;
- **W.MCC.1.1.i** provide a concluding statement or section that follows from and supports the argument.
- **W.MCC.1.1.a** introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically;

- **ARGUMENTATIVE CLAIMS**

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

- **ARGUMENTATIVE PARAGRAPHS**

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

10. NARRATIVE WRITING

- **PERSONAL 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.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.h** provide a conclusion that follows from and reflects on narrated experiences or events.
- **W.MCC.3.1.e** use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;

- **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, and manipulation of time to develop experiences, events, and/or characters;
- **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.e** use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;
- **W.MCC.3.1.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

- **WRITING SHORT FICTION**

- **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.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.d** use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;
- **W.MCC.3.1.g** use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events and develop characters; and

11. SENTENCE STRUCTURE

- **COMMAS**

- **W.L.5.2.b** a comma after introductory subordinate clauses.
- **W.L.4.1.a** show knowledge of the function of phrases and clauses in general and their function in specific sentences;
- **W.L.4.1.c** use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- **W.L.5.2.a** a comma to separate coordinate adjectives; and

- **SENTENCE TYPES**

- **W.L.4.1.b** choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; and

- **PHRASES**

- **W.L.4.1.a** show knowledge of the function of phrases and clauses in general and their function in specific sentences;
- **W.L.4.1.c** use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

12. USAGE

- **USING CONTEXTUAL CLUES**

- **RL.LCS.9.1** Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.
- **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 or phrases on meaning and tone.