EOCEP Tutorials for South Carolina are designed specifically for the South Carolina College- and Career-Ready Standards to prepare students for the End-of-Course Examination Program (EOCEP). EOC Categories are at the heart of EOCEP Tutorial structure – bringing category-based learning to the student experience, and category-based performance and progress tracking to the teacher experience.

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, persuasive, 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.

Test-Taking Strategies for EOC Tutorials allow students to practice and apply learning approaches that will hone their test-taking skills and focus them for success on the day of their EOC test.

1. ELEMENTS OF LITERATURE 1

- **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.*
  - **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.*

2. ELEMENTS OF LITERATURE 2

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

- **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.*

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.*

4. READING STRATEGIES 2

- **IMPLIED MAIN IDEA**
  - **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.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.*

- **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.*
  - **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.*

5. READING STRATEGIES 3

- **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.*

6. 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.*

- **ANALYZING AUTHOR'S PERSPECTIVE**
  - **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.*

- **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.*

7. AUTHOR'S VOICE AND METHOD 2

- **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**
  - **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.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*
  - **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;*

8. 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;*

9. STRATEGY 2

- **ANALYZING AUDIENCE APPEALS**
  - **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.1.1.j** *include a call to action.*

10. STRATEGY 3

- **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;*

11. STRATEGY 4

- **CENTRAL IDEAS**
  - **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.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.*

12. STRATEGY 5

- **RHETORICAL TECHNIQUES**
  - **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.*

13. TEXT ORGANIZATION

- **CHRONOLOGY AND SEQUENCING**
  - **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.*
  - **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.*

- **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.*

14. SENTENCE STRUCTURE

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

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

15. 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, adjective, 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.*

16. PHRASES

- **PREPOSITIONAL AND INFINITIVE PHRASES**
  - **W.L.4.1.b** *identify and use gerunds, infinitives, and participles;*
  - **W.L.4.1.e** *use noun, verb, adjective, 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.*

- **GERUND AND PARTICIPIAL PHRASES**
  - **W.L.4.1.b** *identify and use gerunds, infinitives, and participles;*
  - **W.L.4.1.e** *use noun, verb, adjective, 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, adjective, 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.*

17. 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, adjective, 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;*

18. CONTEXTUAL CLUES 1

- **USING CONTEXTUAL CLUES**
  - **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.*
  - **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.*

- **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.*

19. CONTEXTUAL CLUES 2

- **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.*

20. 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*

21. BUILDING AN ESSAY

- **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.j** *include a call to action.*

- **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;*

22. EXPOSITORY WRITING

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

- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - **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;*

23. 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;*

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - **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*

- **ARGUMENTATIVE ESSAYS**
  - **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*
- **W.MCC.1.1.j** *include a call to action.*

24. 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;*

25. SPEECHES

- **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.LCS.4.3** *Analyze the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.*

26. RESEARCH

- **GATHERING INFORMATION**
  - **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;*

27. REVISION CONSIDERATIONS 1

- **PREWRITING**
  - **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;*

- **UNITY AND FOCUS**
  - **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.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;*

- **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;*

28. 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.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;*

- **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;*

29. TEST-TAKING STRATEGIES

- **STUDY HABITS**

- **BEING PREPARED AND GETTING STARTED**

- **WORDING IN TEST QUESTIONS**

- **WORDING IN ANSWER CHOICES**

- **QUESTIONS WITH PASSAGES AND VISUAL DATA**

- **ESSAY AND SHORT ANSWER QUESTIONS**

- **WORD PROBLEMS**