

NCEOC Tutorials for North Carolina are designed specifically for the North Carolina Standard Course of Study, to prepare students for the North Carolina End of Course exam (NCEOC). EOC Categories are at the heart of NCEOC 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

- **IMAGERY**

- **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.

- **THEME**

- **RL.9-10.2** Determine a theme of a text and analyze in detail 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.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- **CHARACTER TYPES**

- **RL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- **FORESHADOWING AND SUSPENSE**

- **RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.

3. CONNECTIONS IN LITERATURE

- **THEMES ACROSS CULTURES**

- **RL.9-10.6** Analyze a particular perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

- **TRANSFORMING IDEAS**

- **RL.9-10.6** Analyze a particular perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

4. READING STRATEGIES 1

- **MAKING INFERENCES**

- **RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **DRAWING CONCLUSIONS**

- **RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

5. READING STRATEGIES 2

- **EVALUATING EVIDENCE**

- **RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.8** Delineate 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.

- **SUMMARY, ANALYSIS, AND CRITIQUE**

- **RL.9-10.2** Determine a theme of a text and analyze in detail 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.9-10.2** 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.

6. CENTRAL AND MAIN IDEAS

- **CENTRAL IDEAS**

- **RI.9-10.2** 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.

- **IMPLIED MAIN IDEA**

- **RI.9-10.2** 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.

7. AUTHOR'S PURPOSE AND PERSPECTIVE

- **DETERMINING AUTHOR'S PURPOSE**

- **RI.9-10.6** 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.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **RI.9-10.5** Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

- **ANALYZING AUTHOR'S PERSPECTIVE**

- **RI.9-10.5** Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **RI.9-10.6** 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.

8. AUTHOR'S VOICE AND METHOD 1

- **ANALYZING AUTHOR'S STYLE**

- **RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.
- **RI.9-10.5** Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

- **TONE AND MOOD**

- **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.

9. AUTHOR'S VOICE AND METHOD 2

- **WORD CHOICE**

- **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.

- **CONNOTATION AND DENOTATION**

- **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.

10. TEXT ORGANIZATION 1

- **CHRONOLOGY AND SEQUENCING**

- **RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.
- **RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

11. TEXT ORGANIZATION 2

- **CAUSE AND EFFECT**

- **RL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- **FLASHBACK AND FRAMING**

- **RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.

12. ANALYZING INFORMATIONAL TEXTS

- **TEXT STRUCTURES AND DEVELOPMENT**

- **RI.9-10.5** Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

- **FACT VERSUS OPINION**

- **RI.9-10.8** Delineate 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.

- **TYPES OF EVIDENCE**

- **RI.9-10.8** Delineate 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.

13. ANALYZING ARGUMENTATIVE TEXTS

- **LOGICAL FALLACIES**

- **RI.9-10.8** Delineate 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.

- **RHETORICAL TECHNIQUES**

- **RI.9-10.6** 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.

14. LANGUAGE: FIGURATIVE AND CONTEXTUAL CLUES

- **FIGURATIVE LANGUAGE**

- **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
- **L.9-10.5.a** Interpret figures of speech in context and analyze their role in the text based on grades 9-10 reading and content.

- **USING CONTEXTUAL CLUES**

- **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
- **L.9-10.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

15. LANGUAGE: DETERMINING MEANING

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

- **L.9-10.5.a** *Interpret figures of speech in context and analyze their role in the text based on grades 9-10 reading and content.*

- **ROOTS, PREFIXES, AND SUFFIXES**

- **L.9-10.4** *Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.*

- **USING THE DICTIONARY AND THESAURUS**

- **L.9-10.4** *Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.*

16. 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**