

MCAP EOC Tutorials for Maryland are designed specifically for the Maryland College and Career Ready Standards to prepare students for the Maryland Comprehensive Assessment Program (MCAP). EOC Categories are at the heart of MCAP EOC 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, 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.

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

● CHARACTERIZATION

- **RL.6.1** *Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- **RL.6.3** *Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.*
- **RL.6.6** *Explain how an author develops the point of view of the narrator or speaker in a text.*
- **W.6.3.b** *Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.*

● PLOT

- **RL.6.2** *Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*
- **RL.6.3** *Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.*
- **RL.6.5** *Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.*
- **W.6.3.a** *Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.*

● POINT OF VIEW

- **RL.6.1** *Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- **RL.6.6** *Explain how an author develops the point of view of the narrator or speaker in a text.*
- **W.6.3.b** *Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or*

characters.

2. ELEMENTS OF LITERATURE 2

• THEME

- **RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

• LITERARY CONTEXT

- **RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. LANGUAGE USAGE

• POETRY

- **RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **L.6.5.a** Interpret figures of speech (e.g., personification) in context.
- **RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

• FIGURATIVE LANGUAGE

- **RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **W.6.3.d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- **L.6.5.a** Interpret figures of speech (e.g., personification) in context.

• CONNOTATION AND DENOTATION

- **L.6.5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwholesome, thrifty).
- **RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **W.6.3.d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

4. ANALYZING LITERATURE 1

• LITERARY GENRES

- **RL.6.9** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

5. ANALYZING LITERATURE 2

• COMPARING NARRATIVES

- **RI.6.9** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a

biography on the same person).

6. READING STRATEGIES

● CENTRAL IDEA AND SUMMARY

- **RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

● MAKING INFERENCES

- **RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7. ANALYZING TEXTS 1

● AUTHOR'S PURPOSE

- **RI.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

● UNDERSTANDING MEDIA

- **RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **RI.6.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

8. ANALYZING TEXTS 2

● USING GRAPHICS

- **RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **W.6.2.a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

● MAKING AN ARGUMENT

- **RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- **RI.6.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **W.6.1.b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

9. ANALYZING TEXTS 3

● TEXT STRUCTURES

- **RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **RI.6.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and

contributes to the development of the ideas.

- **W.6.1.a** Introduce claim(s) and organize the reasons and evidence clearly.
- **W.6.2.a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- **RI.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

● ORGANIZATIONAL PATTERNS

- **RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **RI.6.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- **W.6.2.a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

10. WRITING SKILLS 1

● PLANNING AND ORGANIZING AN ESSAY

- **W.6.1.a** Introduce claim(s) and organize the reasons and evidence clearly.
- **W.6.2.a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

● REVISING AND EDITING AN ESSAY

- **L.6.2.b** Spell correctly.
- **L.6.1.e** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- **L.6.3.a** Vary sentence patterns for meaning, reader/listener interest, and style.
- **L.6.3.b** Maintain consistency in style and tone.

● ESTABLISHING A FORMAL STYLE

- **L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **W.6.1.d** Establish and maintain a formal style.
- **W.6.2.e** Establish and maintain a formal style.
- **W.6.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.6.3.d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- **L.6.1.e** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- **L.6.3.b** Maintain consistency in style and tone.

11. WRITING SKILLS 2

● INTRODUCTIONS

- **W.6.1.a** Introduce claim(s) and organize the reasons and evidence clearly.
- **W.6.2.a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- **CONCLUSIONS**

- **W.6.1.e** Provide a concluding statement or section that follows from the argument presented.
- **W.6.2.f** Provide a concluding statement or section that follows from the information or explanation presented.

- **TRANSITIONS**

- **W.6.2.c** Use appropriate transitions to clarify the relationships among ideas and concepts.
- **W.6.1.c** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

12. TYPES OF WRITING 1

- **ARGUMENTATIVE ESSAYS**

- **W.6.1.a** Introduce claim(s) and organize the reasons and evidence clearly.
- **W.6.1.b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- **W.6.1.e** Provide a concluding statement or section that follows from the argument presented.

- **EXPOSITORY ESSAYS**

- **W.6.2.a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- **W.6.2.b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **W.6.2.f** Provide a concluding statement or section that follows from the information or explanation presented.

13. TYPES OF WRITING 2

- **SHORT NARRATIVES**

- **W.6.3.e** Provide a conclusion that follows from the narrated experiences or events.
- **W.6.3.c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- **W.6.3.a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

- **NARRATIVE TECHNIQUES**

- **W.6.3.a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- **W.6.3.b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- **W.6.3.d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

14. SENTENCE STRUCTURE

- **SENTENCE TYPES**

- **L.6.3.a** Vary sentence patterns for meaning, reader/listener interest, and style.

- **PRONOUNS**

- **L.6.1.d** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- **L.6.1.b** Use intensive pronouns (e.g., myself, ourselves).
- **L.6.1.a** Ensure that pronouns are in the proper case (subjective, objective, possessive).
- **L.6.1.c** Recognize and correct inappropriate shifts in pronoun number and person.

- **PUNCTUATION**

- **L.6.2.a** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

15. USAGE 1

- **USING CONTEXTUAL CLUES**

- **RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **L.6.4.a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **L.6.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L.6.5.b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

- **USING REFERENCE MATERIALS**

- **L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **L.6.4.c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **L.6.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

16. USAGE 2

- **SPELLING RULES**

- **L.6.2.b** Spell correctly.

- **WORD ROOTS**

- **L.6.4.b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

- **WORD RELATIONSHIPS**

- **L.6.5.b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

17. 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**