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.

Unit 1: Elements of Literature 1

- **IMAGERY**
  - ELA.E1.AOR.1.2: Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an authors use of allusion.
- **FIGURATIVE LANGUAGE**
  - ELA.E1.AOR.1.2: Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an authors use of allusion.
- **ALLUSION**
  - ELA.E1.AOR.1.2: Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an authors use of allusion.

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Unit 2: Elements of Literature 2

- **THEME**
  - ELA.E1.AOR.2.1: Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text.
- **CONFLICT**
  - ELA.E1.AOR.1.1: Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
- **CHARACTER TYPES**
  - ELA.E1.AOR.1.1: Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
- **FORESHADOWING AND SUSPENSE**
  - ELA.E1.AOR.5.1: Analyze how an authors choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery, tension, and/or suspense.
  - ELA.E1.AOR.1.1: Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
  - ELA.E1.AOR.3.1: Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony).

Unit 3: Reading Strategies 1

- **MAKING INFERENCES**
  - ELA.E1.OE.3: Overarching Expectations Make inferences to support comprehension.
- **DRAWING CONCLUSIONS**
  - ELA.E1.OE.3: Overarching Expectations Make inferences to support comprehension.
  - ELA.E1.AOR.2.2: Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

Unit 4: Reading Strategies 2

- **DETERMINING AUTHOR'S PURPOSE**
  - ELA.E1.AOR.4.1: Analyze an authors perspective or purpose in a text, and analyze how the authors rhetoric contributes to the effectiveness of the text.
- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - ELA.E1.AOR.6.1: Summarize and/or paraphrase content from grade-level text to enhance comprehension.
  - ELA.E1.OE.1: Overarching Expectations Read and write for a variety of purposes, including academic and personal, for extended periods of time.
- **USING SOCIAL AND HISTORICAL CONTEXT**

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- ELA.E1.AOR.1.1: Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
- ELA.E1.OE.3: Overarching Expectations Make inferences to support comprehension.

Unit 5: Author's Voice and Method

- **ANALYZING AUTHOR'S STYLE**
  - ELA.E1.AOR.8.1.c: Interpret an authors use of figurative, connotative, and technical language in literary, informational, and multimedia texts: analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).
  - ELA.E1.AOR.1.2: Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an authors use of allusion.
- **ANALYZING AUTHOR'S PERSPECTIVE**
  - ELA.E1.AOR.4.1: Analyze an authors perspective or purpose in a text, and analyze how the authors rhetoric contributes to the effectiveness of the text.
  - ELA.E1.AOR.1.1: Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
- **TONE AND MOOD**
  - ELA.E1.AOR.1.2: Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an authors use of allusion.
  - ELA.E1.AOR.8.1.c: Interpret an authors use of figurative, connotative, and technical language in literary, informational, and multimedia texts: analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).
  - ELA.E1.AOR.1.2: Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an authors use of allusion.
- **WORD CHOICE**
  - ELA.E1.AOR.8.1.c: Interpret an authors use of figurative, connotative, and technical language in literary, informational, and multimedia texts: analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).

Unit 6: Strategy 1

- **EVALUATING EVIDENCE**
  - ELA.E1.AOR.5.3: Analyze an authors argument while evaluating the effectiveness of the types of reasoning and/or the rhetoric used in an informational text.
- **RHETORICAL TECHNIQUES**
  - ELA.E1.AOR.5.3: Analyze an authors argument while evaluating the effectiveness of the types of reasoning and/or the rhetoric used in an informational text.
  - ELA.E1.AOR.4.1: Analyze an authors perspective or purpose in a text, and analyze how the authors rhetoric contributes to the effectiveness of the text.

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- **FACT VERSUS OPINION**
  - ELA.E1.AOR.5.3: Analyze an authors argument while evaluating the effectiveness of the types of reasoning and/or the rhetoric used in an informational text.
- **ANALYZING AUDIENCE APPEALS**
  - ELA.E1.AOR.5.3: Analyze an authors argument while evaluating the effectiveness of the types of reasoning and/or the rhetoric used in an informational text.
  - ELA.E1.AOR.4.1: Analyze an authors perspective or purpose in a text, and analyze how the authors rhetoric contributes to the effectiveness of the text.

Unit 7: Strategy 2

- **CENTRAL IDEAS**
  - ELA.E1.AOR.5.2: Analyze how multiple text structures and/or features impact the authors purpose and/or meaning in an informational text.
  - ELA.E1.AOR.2.2: Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
- **TEXT STRUCTURES AND DEVELOPMENT**
  - ELA.E1.AOR.5.2: Analyze how multiple text structures and/or features impact the authors purpose and/or meaning in an informational text.

Unit 8: Text Connections

- **PRINT AND NONPRINT TEXTS**
  - ELA.E1.OE.2: Overarching Expectations Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
  - ELA.E1.AOR.5.2: Analyze how multiple text structures and/or features impact the authors purpose and/or meaning in an informational text.
  - ELA.E1.AOR.10.1: Explain the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.
- **THEMES ACROSS CULTURES**
  - ELA.E1.AOR.2.1: Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text.
  - ELA.E1.OE.1: Overarching Expectations Read and write for a variety of purposes, including academic and personal, for extended periods of time.
- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - ELA.E1.AOR.5.2: Analyze how multiple text structures and/or features impact the authors purpose and/or meaning in an informational text.
  - ELA.E1.OE.2: Overarching Expectations Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

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Unit 9: Text Organization

- **COMPARE AND CONTRAST**
  - ELA.E1.AOR.1.2: Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an authors use of allusion.
  - ELA.E1.AOR.1.1: Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
  - ELA.E1.AOR.5.2: Analyze how multiple text structures and/or features impact the authors purpose and/or meaning in an informational text.
  - ELA.E1.AOR.4.1: Analyze an authors perspective or purpose in a text, and analyze how the authors rhetoric contributes to the effectiveness of the text.
- **CHRONOLOGY AND SEQUENCING**
  - ELA.E1.AOR.5.1: Analyze how an authors choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery, tension, and/or suspense.
- **FLASHBACK AND FRAMING**
  - ELA.E1.AOR.5.1: Analyze how an authors choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery, tension, and/or suspense.

Unit 10: Sentence Structure

- **FRAGMENTS AND RUN-ONS**
  - ELA.E1.C.4.1.e: Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
- **PARALLELISM AND VERB TENSE**
  - ELA.E1.C.4.1.d: Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: use appropriate parallel structure in words, phrases, and clauses;
  - ELA.E1.C.4.1.e: Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
- **VERB MOOD**
  - ELA.E1.C.4.1.c: Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: select and use verbs with appropriate mood and tone;
- **NOUNS AND CAPITALIZATION**

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- ELA.E1.C.4.1.a: Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: apply knowledge of rules for capitalization;

Unit 11: Punctuation

- **DASHES AND HYPHENS**
  - ELA.E1.C.4.1.b: Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
- **COLONS AND SEMICOLONS**
  - ELA.E1.C.4.1.b: Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

Unit 12: Contextual Clues

- **USING CONTEXTUAL CLUES**
  - ELA.E1.AOR.7.1.a: Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) to determine the meaning of words and phrases;
- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - ELA.E1.AOR.8.1.a: Interpret an authors use of figurative, connotative, and technical language in literary, informational, and multimedia texts: interpret figures of speech (e.g., pun) in context and analyze how they function within a text;
  - ELA.E1.AOR.7.1.a: Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) to determine the meaning of words and phrases;
- **CONNOTATION AND DENOTATION**
  - ELA.E1.AOR.8.1.b: Interpret an authors use of figurative, connotative, and technical language in literary, informational, and multimedia texts: analyze nuances in the meanings of words with similar denotation; and
- **ROOTS, PREFIXES, AND SUFFIXES**
  - ELA.E1.AOR.7.1.b: Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: use background or prior knowledge to determine or clarify the meanings of words; and

Unit 13: Building an Essay

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- **INTRODUCTIONS**
  - ELA.E1.C.1.1.a: Write arguments to support claims in an analysis of a topic or texts. When writing: introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
  - ELA.E1.OE.1: Overarching Expectations Read and write for a variety of purposes, including academic and personal, for extended periods of time.
- **CONCLUSIONS**
  - ELA.E1.C.2.1.f: Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: provide a concluding statement or section that supports the information presented.
  - ELA.E1.C.1.1.e: Write arguments to support claims in an analysis of a topic or texts. When writing: provide a concluding statement or section that supports the argument presented.
  - ELA.E1.OE.1: Overarching Expectations Read and write for a variety of purposes, including academic and personal, for extended periods of time.
- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - ELA.E1.OE.2: Overarching Expectations Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
  - ELA.E1.C.7.1.c: Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples for a variety of tasks, purposes, and audiences. When presenting: include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and
- **WRITING AND TECHNOLOGY**
  - ELA.E1.OE.2: Overarching Expectations Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
  - ELA.E1.C.7.1.d: Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples for a variety of tasks, purposes, and audiences. When presenting: select and use appropriate online platforms to export multimedia texts for publication.

Unit 14: Argumentative Writing 1

- **ARGUMENTATIVE CLAIMS**
  - ELA.E1.C.1.1.a: Write arguments to support claims in an analysis of a topic or texts. When writing: introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - ELA.E1.AOR.5.3: Analyze an authors argument while evaluating the effectiveness of the types of reasoning and/or the rhetoric used in an informational text.

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- ELA.E1.C.1.1.a: Write arguments to support claims in an analysis of a topic or texts. When writing: introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
- ELA.E1.OE.1: Overarching Expectations Read and write for a variety of purposes, including academic and personal, for extended periods of time.
- ELA.E1.C.1.1.b: Write arguments to support claims in an analysis of a topic or texts. When writing: acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
- ELA.E1.AOR.5.3: Analyze an authors argument while evaluating the effectiveness of the types of reasoning and/or the rhetoric used in an informational text.
- ELA.E1.AOR.4.1: Analyze an authors perspective or purpose in a text, and analyze how the authors rhetoric contributes to the effectiveness of the text.

- **ARGUMENTATIVE ESSAYS**
  - ELA.E1.C.1.1.b: Write arguments to support claims in an analysis of a topic or texts. When writing: acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
  - ELA.E1.C.1.1.a: Write arguments to support claims in an analysis of a topic or texts. When writing: introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
  - ELA.E1.C.1.1.e: Write arguments to support claims in an analysis of a topic or texts. When writing: provide a concluding statement or section that supports the argument presented.

Unit 15: Argumentative Writing 2

- **TYPES OF EVIDENCE**
  - ELA.E1.C.1.1.b: Write arguments to support claims in an analysis of a topic or texts. When writing: acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
  - ELA.E1.C.1.1.a: Write arguments to support claims in an analysis of a topic or texts. When writing: introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
  - ELA.E1.OE.1: Overarching Expectations Read and write for a variety of purposes, including academic and personal, for extended periods of time.
- **CLAIMS AND COUNTERCLAIMS**
  - ELA.E1.C.1.1.b: Write arguments to support claims in an analysis of a topic or texts. When writing: acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;

Unit 16: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**

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- ELA.E1.OE.6: Overarching Expectations Create quality work by adhering to an accepted format.
- ELA.E1.C.2.1.a: Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - ELA.E1.C.2.1.b: Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
  - ELA.E1.C.2.1.c: Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
  - ELA.E1.C.2.1.f: Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: provide a concluding statement or section that supports the information presented.
  - ELA.E1.C.2.1.a: Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
  - ELA.E1.OE.6: Overarching Expectations Create quality work by adhering to an accepted format.
- **EXPOSITORY ESSAYS**
  - ELA.E1.OE.5: Overarching Expectations Cite evidence to explain and justify reasoning.
  - ELA.E1.C.2.1.f: Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: provide a concluding statement or section that supports the information presented.
  - ELA.E1.C.2.1.b: Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
  - ELA.E1.OE.2: Overarching Expectations Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
  - ELA.E1.C.2.1.a: Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
  - ELA.E1.C.2.1.c: Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
  - ELA.E1.OE.6: Overarching Expectations Create quality work by adhering to an accepted format.

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Unit 17: Narrative Writing

- **SHORT NARRATIVES**
  - ELA.E1.C.3.1.d: Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing: use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
  - ELA.E1.OE.1: Overarching Expectations Read and write for a variety of purposes, including academic and personal, for extended periods of time.
  - ELA.E1.C.3.1.b: Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing: engage the reader by establishing a situation, setting up a problem, establishing a clear point of view, and introducing a narrator and/or characters;
  - ELA.E1.C.3.1.c: Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing: develop a clear progression of experiences or events;
  - ELA.E1.C.3.1.f: Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing: provide an ending that connects to the intended purpose of the writing.
  - ELA.E1.C.3.1.e: Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing: use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
  - ELA.E1.C.3.1.a: Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing: produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
- **NARRATIVE TECHNIQUES**
  - ELA.E1.C.3.1.d: Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing: use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
  - ELA.E1.OE.1: Overarching Expectations Read and write for a variety of purposes, including academic and personal, for extended periods of time.
  - ELA.E1.C.3.1.b: Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing: engage the reader by establishing a situation, setting up a problem, establishing a clear point of view, and introducing a narrator and/or characters;

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- ELA.E1.C.3.1.c: Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing: develop a clear progression of experiences or events;
- ELA.E1.C.3.1.f: Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing: provide an ending that connects to the intended purpose of the writing.
- ELA.E1.C.3.1.e: Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing: use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
- ELA.E1.C.3.1.a: Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing: produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

Unit 18: Research

- **REFINING A RESEARCH QUESTION**
  - ELA.E1.R.1.1.a: Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: generating and answering a research question(s) about a topic; and
  - ELA.E1.R.1.1.b: Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.
- **GATHERING INFORMATION**
  - ELA.E1.R.1.1.b: Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.
  - ELA.E1.R.1.3: Analyze findings to determine relevance to the topic and purpose of inquiry.
  - ELA.E1.R.1.2: Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
- **AVOIDING PLAGIARISM**
  - ELA.E1.OE.5: Overarching Expectations Cite evidence to explain and justify reasoning.
  - ELA.E1.OE.6: Overarching Expectations Create quality work by adhering to an accepted format.
  - ELA.E1.R.1.5: Follow a standard academic style guide for citation to avoid plagiarism.
- **SYNTHESIZING IDEAS**
  - ELA.E1.R.1.3: Analyze findings to determine relevance to the topic and purpose of inquiry.
  - ELA.E1.R.1.2: Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.

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Unit 19: Revision Considerations 1

- **PREWRITING**
  - ELA.E1.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
  - ELA.E1.OE.6: Overarching Expectations Create quality work by adhering to an accepted format.
- **UNITY AND FOCUS**
  - ELA.E1.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
  - ELA.E1.OE.6: Overarching Expectations Create quality work by adhering to an accepted format.
- **WORDINESS AND REDUNDANCY**
  - ELA.E1.C.2.1.d: Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: use precise language and vocabulary appropriate to the complexity of the topic;
  - ELA.E1.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

Unit 20: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
  - ELA.E1.C.2.1.c: Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
  - ELA.E1.C.1.1.c: Write arguments to support claims in an analysis of a topic or texts. When writing: link the major sections of the text cohesively;
  - ELA.E1.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
- **MAINTAINING A FORMAL STYLE**
  - ELA.E1.C.1.1.d: Write arguments to support claims in an analysis of a topic or texts. When writing: establish a tone and style appropriate to the purpose; and
  - ELA.E1.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
  - ELA.E1.OE.1: Overarching Expectations Read and write for a variety of purposes, including academic and personal, for extended periods of time.
  - ELA.E1.C.2.1.e: Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: use a tone and style appropriate to the task and audience; and

Unit 21: Usage

- **USING THE DICTIONARY AND THESAURUS**

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- ELA.E1.AOR.7.1.c: Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.
- ELA.E1.AOR.9.1: Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.

- **USING STYLE GUIDES**
  - ELA.E1.C.4.1.f: Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

Unit 22: Speaking and Listening

- **ANALYZING AND DEVELOPING A SPEECH**
  - ELA.E1.C.9.1.b: Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; and
  - ELA.E1.C.9.1.c: Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: analyze the purpose of the information being presented, identifying the possible biases of the speaker.
  - ELA.E1.C.9.1.a: Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: determine the effectiveness of a speakers argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence;
  - ELA.E1.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
  - ELA.E1.C.7.1.b: Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples for a variety of tasks, purposes, and audiences. When presenting: convey a clear perspective with clear reasoning and valid evidence;
- **DISCUSSION GUIDELINES**
  - ELA.E1.C.8.1.a: Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
  - ELA.E1.OE.4: Overarching Expectations Collaborate with others and use active listening skills.
  - ELA.E1.C.8.1.b: Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

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