

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

- **POINT OF VIEW**

- ELA.8.AOR.3.1: Analyze how points of view and/or perspectives create effects to include suspense and dramatic irony.
- ELA.8.AOR.5.1: Determine and explain how an authors choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery or suspense.
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- ELA.8.OE.3: Overarching Expectations Make inferences to support comprehension.

- **PLOT**

- ELA.8.OE.3: Overarching Expectations Make inferences to support comprehension.
- ELA.8.AOR.1.1: Analyze how key elements contribute to the meaning of the text as a whole.
- **THEME**
- ELA.8.AOR.2.1: Analyze how key details contribute to the development of two or more themes within and across literary texts.
- ELA.8.OE.3: Overarching Expectations Make inferences to support comprehension.

## Unit 2: Language Usage

- **FIGURATIVE LANGUAGE**
- ELA.8.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
- ELA.8.AOR.1.2: Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an authors use of symbolism.
- ELA.8.OE.3: Overarching Expectations Make inferences to support comprehension.
- **CONNOTATION AND DENOTATION**
- ELA.8.AOR.8.1.c: Interpret an authors use of figurative, connotative, and technical language in literary, informational, and multimedia texts: distinguish between the connotations of words with similar denotations (e.g., willful, resolute).
- ELA.8.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 3: Reading Strategies

- **INDEPENDENT READING**
- ELA.8.OE.1: Overarching Expectations Read and write for a variety of purposes, including academic and personal, for extended periods of time.
- **CENTRAL IDEA**
- ELA.8.OE.3: Overarching Expectations Make inferences to support comprehension.
- ELA.8.AOR.2.2: Analyze how supporting details contribute to the development of two or more central ideas within and across informational texts.
- **SUMMARIZING INFORMATION**
- ELA.8.AOR.6.1: Summarize and/or paraphrase content from grade-level text to enhance comprehension.
- ELA.8.OE.3: Overarching Expectations Make inferences to support comprehension.
- **MAKING INFERENCES**
- ELA.8.OE.3: Overarching Expectations Make inferences to support comprehension.

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## Unit 4: Analyzing Argumentative Texts

- **ANALYZING AN ARGUMENT**

- ELA.8.AOR.5.2: Analyze how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an authors purpose in an informational text.
- ELA.8.AOR.5.3: Trace the development of an authors argument while analyzing the types of reasoning and/or rhetorical appeals used in an informational text.
- ELA.8.C.1.1.a: Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing: introduce a claim(s) and support a claim(s) with logical reasoning and relevant evidence (e.g., facts, data, statistics) using accurate and credible sources;
- ELA.8.AOR.4.1: Analyze an authors perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.

- **ANALYZING CONFLICTING EVIDENCE**

- ELA.8.C.1.1.a: Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing: introduce a claim(s) and support a claim(s) with logical reasoning and relevant evidence (e.g., facts, data, statistics) using accurate and credible sources;
- ELA.8.OE.5: Overarching Expectations Cite evidence to explain and justify reasoning.

## Unit 5: Analyzing Informational Texts

- **AUTHOR'S PURPOSE**

- ELA.8.AOR.4.1: Analyze an authors perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.

- **TEXT STRUCTURES**

- ELA.8.AOR.5.2: Analyze how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an authors purpose in an informational text.
- ELA.8.AOR.5.2: Analyze how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an authors purpose in an informational text.
- ELA.8.OE.1: Overarching Expectations Read and write for a variety of purposes, including academic and personal, for extended periods of time.

- **WORD CHOICE**

- ELA.8.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., oxymoron) in context and analyze how they function within a text;
- ELA.8.AOR.1.2: Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an authors use of symbolism.

- ELA.8.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., oxymoron) in context and analyze how they function within a text;
- **TEXT AND VISUAL ELEMENTS**
  - ELA.8.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.8.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
  - ELA.8.AOR.10.1: Evaluate a text or subject presented through multimedia formats (e.g., reading a print version of a scene in a play and watching a performance of a scene in a play), and analyze how each medias portrayal of the text or subject impacts the audience.

## Unit 6: Writing Skills 1

- **PLANNING AND ORGANIZING**
  - ELA.8.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity and cohesiveness.
  - ELA.8.C.2.1.e: Write informative texts to examine a topic and analyze information from multiple sources. When writing: establish a tone appropriate to the task and audience; and
  - ELA.8.OE.6: Overarching Expectations Create quality work by adhering to an accepted format.
  - ELA.8.OE.1: Overarching Expectations Read and write for a variety of purposes, including academic and personal, for extended periods of time.
  - ELA.8.C.1.1.d: Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing: establish and maintain a tone appropriate to the task and audience; and
- **ESTABLISHING A FORMAL STYLE**
  - ELA.8.C.2.1.e: Write informative texts to examine a topic and analyze information from multiple sources. When writing: establish a tone appropriate to the task and audience; and
  - ELA.8.OE.6: Overarching Expectations Create quality work by adhering to an accepted format.
  - ELA.8.OE.1: Overarching Expectations Read and write for a variety of purposes, including academic and personal, for extended periods of time.
  - ELA.8.C.1.1.d: Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing: establish and maintain a tone appropriate to the task and audience; and
  - ELA.8.C.2.1.d: Write informative texts to examine a topic and analyze information from multiple sources. When writing: use precise language and thoughtful elaboration to inform or to explain the topic;
- **REVISING AND EDITING**

- ELA.8.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity and cohesiveness.

- **WRITING AND TECHNOLOGY**

- ELA.8.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 digital tools.

## Unit 7: Writing Skills 2

- **INTRODUCTIONS**

- ELA.8.OE.6: Overarching Expectations Create quality work by adhering to an accepted format.
- ELA.8.C.2.1.a: Write informative texts to examine a topic and analyze information from multiple sources. When writing: introduce a topic clearly and organize ideas, concepts, and information, using a structure such as definition, compare and contrast, and/or cause and effect;

- **CONCLUSIONS**

- ELA.8.C.1.1.e: Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing: provide a concluding statement or section that supports the argument presented.
- ELA.8.C.2.1.f: Write informative texts to examine a topic and analyze information from multiple sources. When writing: provide a concluding statement or section that supports the information presented.
- ELA.8.OE.6: Overarching Expectations Create quality work by adhering to an accepted format.

- **USING TRANSITIONS**

- ELA.8.C.1.1.c: Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing: use transitions to create cohesion and clarify the relationships between claim(s), a counterclaim, reasons, and evidence;
- ELA.8.C.2.1.c: Write informative texts to examine a topic and analyze information from multiple sources. When writing: use varied transitions to clarify the relationships between ideas and concepts;

- **USING REFERENCE MATERIALS**

- ELA.8.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.

## Unit 8: Developing Essays

- **DEVELOPING EXPOSITORY ESSAYS**

- ELA.8.OE.6: Overarching Expectations Create quality work by adhering to an accepted format.
- ELA.8.C.2.1.f: Write informative texts to examine a topic and analyze information from multiple sources. When writing: provide a concluding statement or section that supports the information presented.

- ELA.8.C.2.1.a: Write informative texts to examine a topic and analyze information from multiple sources. When writing: introduce a topic clearly and organize ideas, concepts, and information, using a structure such as definition, compare and contrast, and/or cause and effect;
- ELA.8.C.2.1.b: Write informative texts to examine a topic and analyze information from multiple sources. When writing: develop the topic with relevant facts, definitions, details, and/or quotes;
- **DEVELOPING ARGUMENTATIVE ESSAYS**
  - ELA.8.C.1.1.e: Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing: provide a concluding statement or section that supports the argument presented.
  - ELA.8.C.1.1.a: Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing: introduce a claim(s) and support a claim(s) with logical reasoning and relevant evidence (e.g., facts, data, statistics) using accurate and credible sources;
  - ELA.8.C.1.1.c: Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing: use transitions to create cohesion and clarify the relationships between claim(s), a counterclaim, reasons, and evidence;
  - ELA.8.OE.6: Overarching Expectations Create quality work by adhering to an accepted format.
  - ELA.8.OE.1: Overarching Expectations Read and write for a variety of purposes, including academic and personal, for extended periods of time.
  - ELA.8.C.1.1.b: Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing: acknowledge and refute a counterclaim with relevant evidence; create an organizational structure that establishes relationships between reasons and evidence;
  - ELA.8.OE.5: Overarching Expectations Cite evidence to explain and justify reasoning.
  - ELA.8.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.
- **IDENTIFYING ARGUMENTATIVE CLAIMS**
  - ELA.8.OE.5: Overarching Expectations Cite evidence to explain and justify reasoning.
  - ELA.8.C.1.1.b: Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing: acknowledge and refute a counterclaim with relevant evidence; create an organizational structure that establishes relationships between reasons and evidence;
  - ELA.8.C.1.1.a: Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing: introduce a claim(s) and support a claim(s) with logical reasoning and relevant evidence (e.g., facts, data, statistics) using accurate and credible sources;

## Unit 9: Narrative Writing

- **PERSONAL NARRATIVES**
  - ELA.8.C.3.1.b: Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing: engage the reader by establishing a situation, a clear point of view, and by introducing a narrator and/or characters;

- ELA.8.C.3.1.a: Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing: produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
- ELA.8.C.3.1.d: Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing: use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
- ELA.8.C.3.1.f: Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing: provide an ending that connects to the intended purpose of the writing.
- ELA.8.OE.6: Overarching Expectations Create quality work by adhering to an accepted format.
- ELA.8.OE.1: Overarching Expectations Read and write for a variety of purposes, including academic and personal, for extended periods of time.
- ELA.8.C.3.1.e: Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing: use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
- ELA.8.C.3.1.c: Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing: organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts;
- **SHORT NARRATIVES**
  - ELA.8.OE.1: Overarching Expectations Read and write for a variety of purposes, including academic and personal, for extended periods of time.
  - ELA.8.C.3.1.a: Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing: produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
  - ELA.8.C.3.1.b: Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing: engage the reader by establishing a situation, a clear point of view, and by introducing a narrator and/or characters;
  - ELA.8.C.3.1.d: Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing: use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
  - ELA.8.C.3.1.c: Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When



writing: organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts;

- **NARRATIVE TECHNIQUES**

- ELA.8.C.3.1.d: Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing: use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
- ELA.8.C.3.1.e: Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing: use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and

## Unit 10: Sentence Structure

- **VERB TENSE AND VOICE**

- ELA.8.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: distinguish between and use active and passive voice and types of grammatical mood (indicative, subjunctive, conditional, imperative);
- ELA.8.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: use appropriate parallel structure in words, phrases, and clauses;
- ELA.8.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: identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

- **VERB MOOD**

- ELA.8.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: distinguish between and use active and passive voice and types of grammatical mood (indicative, subjunctive, conditional, imperative);
- ELA.8.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: identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

- **VERBALS**

- ELA.8.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: use different types of verbals in sentences (gerunds, participles, infinitives);

- **PUNCTUATION**



- ELA.8.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 comma or dash to indicate a pause or break and an ellipsis to indicate an omission;

## Unit 11: Usage

- **CONTEXT CLUES**

- ELA.8.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
- ELA.8.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;
- ELA.8.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;

- **WORD ROOTS**

- ELA.8.AOR.9.1: Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.

- **WORD RELATIONSHIPS**

- ELA.8.AOR.8.1.b: Interpret an authors use of figurative, connotative, and technical language in literary, informational, and multimedia texts: determine the relationship between particular words to better understand each of the words; and