

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.E2.AOR.1.2: Analyze an authors use of figurative language in a text(s); explain an authors use of allegory.

- **FIGURATIVE LANGUAGE**

- ELA.E2.AOR.1.2: Analyze an authors use of figurative language in a text(s); explain an authors use of allegory.

- **SYMBOLISM AND ALLEGORY**

- ELA.E2.AOR.1.2: Analyze an authors use of figurative language in a text(s); explain an authors use of allegory.

Unit 2: Elements of Literature 2

- **THEME**

- ELA.E2.AOR.2.1: Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures.

- **CHARACTER TYPES**

- ELA.E2.AOR.1.1: Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.

- **CONFLICT**

- ELA.E2.AOR.1.1: Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.

- **FORESHADOWING AND SUSPENSE**

- ELA.E2.AOR.1.1: Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.
- ELA.E2.AOR.3.1: Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).
- ELA.E2.AOR.5.1: Analyze how an authors choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.

Unit 3: Reading Strategies 1

- **DRAWING CONCLUSIONS**

- ELA.E2.OE.3: Make inferences to support comprehension.
- ELA.E2.AOR.2.2: Analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text.

- **DETERMINING AUTHOR'S PURPOSE**

- ELA.E2.AOR.4.1: Analyze an authors perspective or purpose, and evaluate the effectiveness of the authors rhetoric used to advance that perspective or purpose.

Unit 4: Reading Strategies 2

- **SUMMARY, ANALYSIS, AND CRITIQUE**

- ELA.E2.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.
- ELA.E2.AOR.6.1: Summarize and/or paraphrase content from grade-level text to enhance comprehension.

Unit 5: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**

- ELA.E2.AOR.1.2: Analyze an authors use of figurative language in a text(s); explain an authors use of allegory.
- ELA.E2.AOR.8.1.c: 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).
- **TONE AND MOOD**
 - ELA.E2.AOR.1.2: Analyze an authors use of figurative language in a text(s); explain an authors use of allegory.
 - ELA.E2.AOR.8.1.c: 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).
- **HYPERBOLE AND UNDERSTATEMENT**
 - ELA.E2.AOR.1.2: Analyze an authors use of figurative language in a text(s); explain an authors use of allegory.
 - ELA.E2.AOR.8.1.a: interpret figures of speech (e.g., hyperbole) in context and analyze how they function within a text;
 - ELA.E2.AOR.1.2: Analyze an authors use of figurative language in a text(s); explain an authors use of allegory.

Unit 6: Author's Voice and Method 2

- **WORD CHOICE**
 - ELA.E2.AOR.8.1.c: 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).
- **ANALYZING AUTHOR'S PERSPECTIVE**
 - ELA.E2.AOR.4.1: Analyze an authors perspective or purpose, and evaluate the effectiveness of the authors rhetoric used to advance that perspective or purpose.

Unit 7: Strategy 1

- **CENTRAL IDEAS**
 - ELA.E2.AOR.2.2: Analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text.
- **TEXT STRUCTURES AND DEVELOPMENT**
 - ELA.E2.AOR.5.2: Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.
- **LOGICAL FALLACIES**
 - ELA.E2.AOR.5.3: Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each authors reasoning, rhetoric, and/or validity of claims.
- **INDUCTIVE AND DEDUCTIVE REASONING**

- ELA.E2.AOR.5.3: Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each authors reasoning, rhetoric, and/or validity of claims.

Unit 8: Strategy 2

- **EVALUATING EVIDENCE**

- ELA.E2.AOR.5.3: Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each authors reasoning, rhetoric, and/or validity of claims.

- **RHETORICAL TECHNIQUES**

- ELA.E2.AOR.4.1: Analyze an authors perspective or purpose, and evaluate the effectiveness of the authors rhetoric used to advance that perspective or purpose.
- ELA.E2.AOR.5.3: Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each authors reasoning, rhetoric, and/or validity of claims.

- **FACT VERSUS OPINION**

- ELA.E2.AOR.5.3: Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each authors reasoning, rhetoric, and/or validity of claims.

- **ANALYZING AUDIENCE APPEALS**

- ELA.E2.AOR.5.3: Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each authors reasoning, rhetoric, and/or validity of claims.
- ELA.E2.AOR.4.1: Analyze an authors perspective or purpose, and evaluate the effectiveness of the authors rhetoric used to advance that perspective or purpose.

Unit 9: Text Connections 1

- **PRINT AND NONPRINT TEXTS**

- ELA.E2.AOR.10.1: Analyze the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.
- ELA.E2.AOR.5.2: Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.
- ELA.E2.OE.2: Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

Unit 10: Text Connections 2

- **FOUNDATIONAL U.S. DOCUMENTS I**

- ELA.E2.AOR.4.1: Analyze an authors perspective or purpose, and evaluate the effectiveness of the authors rhetoric used to advance that perspective or purpose.
- ELA.E2.AOR.5.3: Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each authors reasoning, rhetoric, and/or validity of claims.
- ELA.E2.AOR.2.2: Analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text.

Unit 11: Text Connections 3

- **THEMES ACROSS CULTURES**

- ELA.E2.AOR.2.1: Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures.
- ELA.E2.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.

- **ANALYZING INTERPRETATIONS OF NONFICTION**

- ELA.E2.AOR.5.2: Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.
- ELA.E2.OE.2: Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

Unit 12: Text Organization 1

- **COMPARE AND CONTRAST**

- ELA.E2.AOR.1.1: Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.
- ELA.E2.AOR.1.2: Analyze an authors use of figurative language in a text(s); explain an authors use of allegory.
- ELA.E2.AOR.4.1: Analyze an authors perspective or purpose, and evaluate the effectiveness of the authors rhetoric used to advance that perspective or purpose.
- ELA.E2.AOR.5.2: Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.

Unit 13: Text Organization 2

- **CAUSE AND EFFECT**

- ELA.E2.AOR.5.2: Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.
- ELA.E2.OE.3: Make inferences to support comprehension.

Unit 14: Text Organization 3

- **CHRONOLOGY AND SEQUENCING**

- ELA.E2.AOR.5.1: Analyze how an authors choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.

- **FLASHBACK AND FRAMING**

- ELA.E2.AOR.5.1: Analyze how an authors choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.

Unit 15: Grammar and Conventions 1

- **NOUNS AND CAPITALIZATION**

- ELA.E2.C.4.1.a: apply knowledge of rules for capitalization;
- **PRONOUN-ANTECEDENT AGREEMENT**
- **SUBJECT-VERB AGREEMENT**
 - ELA.E2.C.4.1.d: apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
- **FRAGMENTS AND RUN-ONS**
 - ELA.E2.C.4.1.d: apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

Unit 16: Grammar and Conventions 2

- **VERB MOOD**
 - ELA.E2.C.4.1.c: select and use verbs with appropriate mood and tone;
- **ACTIVE AND PASSIVE VOICE**
 - ELA.E2.C.4.1.d: apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
- **PARALLELISM AND VERB TENSE**
 - ELA.E2.C.4.1.d: apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

Unit 17: Punctuation

- **COLONS AND SEMICOLONS**
 - ELA.E2.C.4.1.b: use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon or a conjunctive adverb to connect related independent clauses; use a dash to set off or expand upon information, or to emphasize information;
- **DASHES AND HYPHENS**
 - ELA.E2.C.4.1.b: use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon or a conjunctive adverb to connect related independent clauses; use a dash to set off or expand upon information, or to emphasize information;

Unit 18: Contextual Clues

- **USING CONTEXTUAL CLUES**
 - ELA.E2.AOR.7.1.a: use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;
- **CONNOTATION AND DENOTATION**
 - ELA.E2.AOR.8.1.b: analyze nuances in the meanings of words with similar denotation; and
 - ELA.E2.AOR.8.1.c: 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).

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

- ELA.E2.AOR.7.1.a: 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.E2.AOR.8.1.a: interpret figures of speech (e.g., hyperbole) in context and analyze how they function within a text;

- **WORD PATTERNS**

- ELA.E2.AOR.7.1.b: use background or prior knowledge to determine or clarify the meanings of words; and

Unit 19: Building an Essay 1

- **DETERMINING APPROPRIATE ESSAY FORMAT**

- ELA.E2.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.

- **INTRODUCTIONS**

- ELA.E2.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.
- ELA.E2.C.1.1.a: introduce a precise claim(s) and use valid reasoning supported by relevant and sufficient evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;

- **CONCLUSIONS**

- ELA.E2.C.1.1.e: provide a concluding statement or section that supports the argument presented.
- ELA.E2.C.2.1.f: provide a concluding statement or section that supports the information presented.
- ELA.E2.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.

Unit 20: Building an Essay 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**

- ELA.E2.C.7.1.c: include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and
- ELA.E2.OE.2: Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

- **WRITING AND TECHNOLOGY**

- ELA.E2.C.7.1.d: select and use appropriate online platforms to export multimedia texts for publication and to enhance communication and add interest.
- ELA.E2.OE.2: Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

Unit 21: Argumentative Writing 1

- **ARGUMENTATIVE CLAIMS**

- ELA.E2.C.1.1.a: introduce a precise claim(s) and use valid reasoning supported by relevant and sufficient evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**

- ELA.E2.C.1.1.a: introduce a precise claim(s) and use valid reasoning supported by relevant and sufficient evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
- ELA.E2.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.
- ELA.E2.C.1.1.b: acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
- ELA.E2.C.1.1.e: provide a concluding statement or section that supports the argument presented.

- **ARGUMENTATIVE ESSAYS**

- ELA.E2.C.1.1.a: introduce a precise claim(s) and use valid reasoning supported by relevant and sufficient evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
- ELA.E2.C.1.1.b: acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
- ELA.E2.C.1.1.e: provide a concluding statement or section that supports the argument presented.

Unit 22: Argumentative Writing 2

- **TYPES OF EVIDENCE**

- ELA.E2.C.1.1.a: introduce a precise claim(s) and use valid reasoning supported by relevant and sufficient evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
- ELA.E2.C.1.1.b: acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
- ELA.E2.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.

- **CLAIMS AND COUNTERCLAIMS**

- ELA.E2.C.1.1.b: acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
- ELA.E2.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.

Unit 23: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**

- ELA.E2.OE.6: Create quality work by adhering to an accepted format.
- ELA.E2.C.2.1.a: introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
 - ELA.E2.C.2.1.b: develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience;
 - ELA.E2.C.2.1.c: use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
 - ELA.E2.C.2.1.a: introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
 - ELA.E2.C.2.1.f: provide a concluding statement or section that supports the information presented.
 - ELA.E2.OE.6: Create quality work by adhering to an accepted format.
- **EXPOSITORY ESSAYS**
 - ELA.E2.C.2.1.a: introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
 - ELA.E2.C.2.1.b: develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience;
 - ELA.E2.C.2.1.f: provide a concluding statement or section that supports the information presented.

Unit 24: Narrative Writing

- **SHORT NARRATIVES**
 - ELA.E2.C.3.1.a: produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
 - ELA.E2.C.3.1.b: engage the reader by establishing a situation and/or setting up a problem or observation;
 - ELA.E2.C.3.1.c: develop a clear progression of experiences or events;
 - ELA.E2.C.3.1.d: use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
 - ELA.E2.C.3.1.e: use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
 - ELA.E2.C.3.1.f: provide an ending or conclusion that clearly connects the narratives relevance to the intended purpose of the writing.
 - ELA.E2.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.
- **NARRATIVE TECHNIQUES**

- ELA.E2.C.3.1.a: produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
- ELA.E2.C.3.1.b: engage the reader by establishing a situation and/or setting up a problem or observation;
- ELA.E2.C.3.1.c: develop a clear progression of experiences or events;
- ELA.E2.C.3.1.d: use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
- ELA.E2.C.3.1.e: use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
- ELA.E2.C.3.1.f: provide an ending or conclusion that clearly connects the narratives relevance to the intended purpose of the writing.
- ELA.E2.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.

Unit 25: Research

• **REFINING A RESEARCH QUESTION**

- ELA.E2.R.1.1.a: answering a self-generated question(s) about a topic(s) while using a variety of sources; and
- ELA.E2.R.1.1.b: refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

• **GATHERING INFORMATION**

- ELA.E2.R.1.1.b: refining the scope of inquiry as relevant to the topic(s), purpose, and audience.
- ELA.E2.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.
- ELA.E2.R.1.3: Analyze findings to determine relevance to the topic(s) and purpose of inquiry.

• **SYNTHESIZING IDEAS**

- ELA.E2.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.
- ELA.E2.R.1.3: Analyze findings to determine relevance to the topic(s) and purpose of inquiry.

• **AVOIDING PLAGIARISM**

- ELA.E2.OE.5: Cite evidence to explain and justify reasoning.
- ELA.E2.OE.6: Create quality work by adhering to an accepted format.
- ELA.E2.R.1.5: Follow a standard academic style guide for citation to avoid plagiarism.

Unit 26: Revision Considerations 1

• **PREWRITING**

- ELA.E2.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.
- ELA.E2.OE.6: Create quality work by adhering to an accepted format.
- **UNITY AND FOCUS**
 - ELA.E2.OE.6: Create quality work by adhering to an accepted format.
 - ELA.E2.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.
- **WORDINESS AND REDUNDANCY**
 - ELA.E2.C.2.1.d: use precise language and vocabulary appropriate to the complexity of the topic;
 - ELA.E2.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.

Unit 27: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
 - ELA.E2.C.1.1.c: link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;
 - ELA.E2.C.2.1.c: use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
 - ELA.E2.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.
- **MAINTAINING A FORMAL STYLE**
 - ELA.E2.C.1.1.d: establish a tone and style appropriate to the purpose and audience; and
 - ELA.E2.C.2.1.e: establish and maintain a style and objective tone appropriate to the task and purpose; and
 - ELA.E2.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.
 - ELA.E2.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.

Unit 28: Usage 1

- **USING THE DICTIONARY AND THESAURUS**
 - ELA.E2.AOR.7.1.c: consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.
 - ELA.E2.AOR.9.1: Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.

Unit 29: Usage 2

- **FORMAL AND INFORMAL LANGUAGE**

- ELA.E2.AOR.5.2: Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.
- ELA.E2.C.1.1.d: establish a tone and style appropriate to the purpose and audience; and

Unit 30: Usage 3

- **USING STYLE GUIDES**

- ELA.E2.C.4.1.e: use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication materials.
- ELA.E2.OE.5: Cite evidence to explain and justify reasoning.
- ELA.E2.OE.6: Create quality work by adhering to an accepted format.

Unit 31: Speaking and Listening

- **ANALYZING AND DEVELOPING A SPEECH**

- ELA.E2.C.9.1.a: 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;
- ELA.E2.C.9.1.b: analyze the effectiveness and validity of the information and supporting evidence being presented; and
- ELA.E2.C.9.1.c: analyze the speakers motives while identifying any logical fallacies and biases that may be present.
- ELA.E2.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.
- ELA.E2.C.7.1.b: convey a clear perspective with clear reasoning and credible evidence;

Unit 32: 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**