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.E4.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).
  - ELA.E4.AOR.1.2: Evaluate and critique an authors use of figurative language within and across text(s).
- **FIGURATIVE LANGUAGE**
  - ELA.E4.AOR.1.2: Evaluate and critique an authors use of figurative language within and across text(s).
  - ELA.E4.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).
  - ELA.E4.AOR.8.1.b: analyze nuances in the meanings of words with similar denotation; and

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Unit 2: Elements of Literature 2

- **SYMBOLISM AND ALLEGORY**
  - ELA.E4.AOR.1.2: Evaluate and critique an authors use of figurative language within and across text(s).
- **SATIRE AND PARADOX**
  - ELA.E4.AOR.1.2: Evaluate and critique an authors use of figurative language within and across text(s).
  - ELA.E4.AOR.3.1: Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, understatement, or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and style of the text.
- **IRONY AND SARCASM**
  - ELA.E4.AOR.3.1: Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, understatement, or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and style of the text.
  - ELA.E4.AOR.8.1.a: interpret figures of speech (e.g., irony) in context and analyze how they function within a text;
- **FORESHADOWING AND SUSPENSE**
  - ELA.E4.AOR.1.1: Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.
  - ELA.E4.AOR.5.1: Evaluate and critique how an author uses diction, syntax, and text structure to create effects and contribute to the overall meaning in a literary text.

Unit 3: Elements of Literature 3

- **PLOT**
  - ELA.E4.AOR.1.1: Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.
- **RESOLUTIONS**
  - ELA.E4.AOR.1.1: Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.
- **SETTING**
  - ELA.E4.AOR.1.1: Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.
- **THEMES IN FICTION**
  - ELA.E4.AOR.2.1: Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures.

Unit 4: Elements of Literature 4

- **CHARACTER TYPES**

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- ELA.E4.AOR.1.1: Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.
- ELA.E4.AOR.2.1: Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures.

- **CHARACTERS AND CONFLICT**
  - ELA.E4.AOR.2.1: Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures.
  - ELA.E4.AOR.1.1: Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.
- **POINT OF VIEW I**
  - ELA.E4.AOR.3.1: Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, understatement, or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and style of the text.
- **POINT OF VIEW II**
  - ELA.E4.AOR.3.1: Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, understatement, or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and style of the text.

Unit 5: Reading Strategies

- **MAKING INFERENCES**
  - ELA.E4.AOR.5.3: Evaluate and critique multiple arguments on the same topic while evaluating the effectiveness of each authors reasoning, rhetoric, and/or validity of claims in informational text; evaluate and critique each authors use of information.
  - ELA.E4.OE.3: Make inferences to support comprehension.
- **DRAWING CONCLUSIONS**
  - ELA.E4.AOR.2.2: Evaluate and critique the development of similar central ideas across historical speeches or essays from different time periods, places, and/or cultures.
  - ELA.E4.OE.3: Make inferences to support comprehension.
- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - ELA.E4.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.
  - ELA.E4.AOR.6.1: Summarize and/or paraphrase content from grade-level text to enhance comprehension.

Unit 6: Genres

- **FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY**

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- ELA.E4.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.
- ELA.E4.AOR.4.1: Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the effectiveness of the rhetoric used by each author.

- **FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY**
  - ELA.E4.AOR.1.1: Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.
  - ELA.E4.AOR.2.1: Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures.
  - ELA.E4.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.
- **FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY**
  - ELA.E4.AOR.2.1: Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures.
  - ELA.E4.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.

Unit 7: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**
  - ELA.E4.AOR.1.2: Evaluate and critique an authors use of figurative language within and across text(s).
  - ELA.E4.AOR.5.1: Evaluate and critique how an author uses diction, syntax, and text structure to create effects and contribute to the overall meaning in a literary text.
  - ELA.E4.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).
  - ELA.E4.AOR.5.2: Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.
- **ANALYZING AUTHOR'S PERSPECTIVE**
  - ELA.E4.AOR.4.1: Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the effectiveness of the rhetoric used by each author.
- **SENTENCE STYLE**
  - ELA.E4.AOR.5.1: Evaluate and critique how an author uses diction, syntax, and text structure to create effects and contribute to the overall meaning in a literary text.

Unit 8: Author's Voice and Method 2

- **WORD CHOICE**
  - ELA.E4.AOR.1.2: Evaluate and critique an authors use of figurative language within and across text(s).

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- ELA.E4.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.E4.AOR.1.2: Evaluate and critique an authors use of figurative language within and across text(s).
  - ELA.E4.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.E4.AOR.1.2: Evaluate and critique an authors use of figurative language within and across text(s).
  - ELA.E4.AOR.3.1: Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, understatement, or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and style of the text.
  - ELA.E4.AOR.8.1.a: interpret figures of speech (e.g., irony) in context and analyze how they function within a text;
- **OXYMORON AND PARADOX**
  - ELA.E4.AOR.1.2: Evaluate and critique an authors use of figurative language within and across text(s).
  - ELA.E4.AOR.8.1.a: interpret figures of speech (e.g., irony) in context and analyze how they function within a text;

Unit 9: Strategy 1

- **CENTRAL IDEAS**
  - ELA.E4.AOR.2.2: Evaluate and critique the development of similar central ideas across historical speeches or essays from different time periods, places, and/or cultures.
- **ANALYZING EFFECTIVE TEXT STRUCTURES**
  - ELA.E4.AOR.5.2: Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.
- **TEXT STRUCTURES IN FICTION**
  - ELA.E4.AOR.5.1: Evaluate and critique how an author uses diction, syntax, and text structure to create effects and contribute to the overall meaning in a literary text.
- **ANALYZING LANGUAGE**
  - ELA.E4.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).
  - ELA.E4.AOR.8.1.b: analyze nuances in the meanings of words with similar denotation; and

Unit 10: Strategy 2

- **EVALUATING EVIDENCE**
  - ELA.E4.AOR.5.3: Evaluate and critique multiple arguments on the same topic while evaluating the effectiveness of each authors reasoning, rhetoric, and/or validity of claims in informational text;

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evaluate and critique each authors use of information.

- **RHETORICAL TECHNIQUES**
  - ELA.E4.AOR.5.3: Evaluate and critique multiple arguments on the same topic while evaluating the effectiveness of each authors reasoning, rhetoric, and/or validity of claims in informational text; evaluate and critique each authors use of information.
  - ELA.E4.AOR.4.1: Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the effectiveness of the rhetoric used by each author.
- **FACT VERSUS OPINION**
  - ELA.E4.AOR.5.3: Evaluate and critique multiple arguments on the same topic while evaluating the effectiveness of each authors reasoning, rhetoric, and/or validity of claims in informational text; evaluate and critique each authors use of information.
- **ANALYZING AUDIENCE APPEALS**
  - ELA.E4.AOR.5.3: Evaluate and critique multiple arguments on the same topic while evaluating the effectiveness of each authors reasoning, rhetoric, and/or validity of claims in informational text; evaluate and critique each authors use of information.

Unit 11: Text Connections 1

- **PRINT AND NONPRINT TEXTS**
  - ELA.E4.AOR.5.2: Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.
  - ELA.E4.OE.2: Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
  - ELA.E4.AOR.10.1: Evaluate and critique 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.E4.AOR.2.1: Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures.
- **ANALYZING INTERPRETATIONS OF FICTION**
  - ELA.E4.OE.2: Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - ELA.E4.AOR.5.2: Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.
  - ELA.E4.OE.2: Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

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- ELA.E4.AOR.10.1: Evaluate and critique the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.

Unit 12: Text Connections 2

- **FOUNDATIONAL U.S. DOCUMENTS II**
  - ELA.E4.AOR.5.3: Evaluate and critique multiple arguments on the same topic while evaluating the effectiveness of each authors reasoning, rhetoric, and/or validity of claims in informational text; evaluate and critique each authors use of information.
  - ELA.E4.AOR.2.2: Evaluate and critique the development of similar central ideas across historical speeches or essays from different time periods, places, and/or cultures.
  - ELA.E4.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.
  - ELA.E4.AOR.4.1: Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the effectiveness of the rhetoric used by each author.
- **CONSTITUTIONAL PRINCIPLES**
  - ELA.E4.AOR.6.1: Summarize and/or paraphrase content from grade-level text to enhance comprehension.
  - ELA.E4.AOR.5.3: Evaluate and critique multiple arguments on the same topic while evaluating the effectiveness of each authors reasoning, rhetoric, and/or validity of claims in informational text; evaluate and critique each authors use of information.
  - ELA.E4.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.

Unit 13: Text Organization 1

- **COMPARE AND CONTRAST**
  - ELA.E4.AOR.1.2: Evaluate and critique an authors use of figurative language within and across text(s).
  - ELA.E4.AOR.1.1: Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.
  - ELA.E4.AOR.4.1: Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the effectiveness of the rhetoric used by each author.
  - ELA.E4.AOR.5.2: Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.
- **CAUSE AND EFFECT**
  - ELA.E4.AOR.1.1: Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.
  - ELA.E4.AOR.5.2: Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.

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- ELA.E4.OE.3: Make inferences to support comprehension.

Unit 14: Text Organization 2

- **CHRONOLOGY AND SEQUENCING**
  - ELA.E4.AOR.5.1: Evaluate and critique how an author uses diction, syntax, and text structure to create effects and contribute to the overall meaning in a literary text.
- **FLASHBACK AND FRAMING**
  - ELA.E4.AOR.5.1: Evaluate and critique how an author uses diction, syntax, and text structure to create effects and contribute to the overall meaning in a literary text.
- **VISUAL AIDS**
  - ELA.E4.AOR.5.2: Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.
  - ELA.E4.OE.2: Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

Unit 15: Grammar and Conventions

- **NOUNS AND CAPITALIZATION**
  - ELA.E4.C.4.1.a: apply knowledge of rules for capitalization and punctuation;
- **FRAGMENTS AND RUN-ONS**
  - ELA.E4.C.4.1.b: apply knowledge of usage to revise sentence fragments and run-on sentences; and

Unit 16: Punctuation

- **COLONS AND SEMICOLONS**
  - ELA.E4.C.4.1.a: apply knowledge of rules for capitalization and punctuation;
- **DASHES AND HYPHENS**
  - ELA.E4.C.4.1.a: apply knowledge of rules for capitalization and punctuation;

Unit 17: Contextual Clues

- **USING CONTEXT CLUES**
  - ELA.E4.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.E4.AOR.7.1.c: consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.
- **CONNOTATION AND DENOTATION**
  - ELA.E4.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).
  - ELA.E4.AOR.8.1.b: analyze nuances in the meanings of words with similar denotation; and
- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

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- ELA.E4.AOR.8.1.a: interpret figures of speech (e.g., irony) in context and analyze how they function within a text;
- ELA.E4.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;

- **WORD PATTERNS**
  - ELA.E4.AOR.7.1.b: use background or prior knowledge to determine or clarify the meanings of words; and

Unit 18: Building an Essay 1

- **DETERMINING APPROPRIATE ESSAY FORMAT**
  - ELA.E4.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.E4.C.1.1.a: introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence;
- **INTRODUCTIONS**
  - ELA.E4.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.
  - ELA.E4.C.2.1.a: introduce a topic and organize complex concepts and information so that each new element builds on what precedes it;
- **CONCLUSIONS**
  - ELA.E4.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.
  - ELA.E4.C.1.1.f: provide a concluding statement or section that supports the argument presented.
  - ELA.E4.C.2.1.f: provide a concluding statement or section that supports the information presented.

Unit 19: Building an Essay 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - ELA.E4.OE.2: Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
  - ELA.E4.C.7.1.c: include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and
- **WRITING AND TECHNOLOGY**
  - ELA.E4.OE.2: Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
  - ELA.E4.C.7.1.d: create, share, and/or publish multimedia texts through a range of formats for publication.

Unit 20: Argumentative Writing 1

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- **ARGUMENTATIVE CLAIMS**
  - ELA.E4.C.1.1.a: introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence;
  - ELA.E4.OE.6: Create quality work by adhering to an accepted format.
- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - ELA.E4.C.1.1.a: introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence;
  - ELA.E4.C.1.1.d: use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;
  - ELA.E4.C.1.1.f: provide a concluding statement or section that supports the argument presented.
  - ELA.E4.C.1.1.b: develop claims and counterclaims fairly and thoroughly by using the most relevant evidence for each and by identifying the strengths and limitations of both; consider the audiences knowledge level and possible biases;
- **ARGUMENTATIVE ESSAYS**
  - ELA.E4.C.1.1.a: introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence;
  - ELA.E4.C.1.1.f: provide a concluding statement or section that supports the argument presented.
  - ELA.E4.C.1.1.b: develop claims and counterclaims fairly and thoroughly by using the most relevant evidence for each and by identifying the strengths and limitations of both; consider the audiences knowledge level and possible biases;

Unit 21: Argumentative Writing 2

- **TYPES OF EVIDENCE**
  - ELA.E4.OE.5: Cite evidence to explain and justify reasoning.
  - ELA.E4.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.
  - ELA.E4.C.1.1.a: introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence;
  - ELA.E4.C.1.1.b: develop claims and counterclaims fairly and thoroughly by using the most relevant evidence for each and by identifying the strengths and limitations of both; consider the audiences knowledge level and possible biases;
  - ELA.E4.C.1.1.d: use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;
- **CLAIMS AND COUNTERCLAIMS**
  - ELA.E4.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.

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- ELA.E4.C.1.1.b: develop claims and counterclaims fairly and thoroughly by using the most relevant evidence for each and by identifying the strengths and limitations of both; consider the audiences knowledge level and possible biases;
- ELA.E4.C.1.1.d: use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;

Unit 22: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - ELA.E4.OE.6: Create quality work by adhering to an accepted format.
  - ELA.E4.C.2.1.a: introduce a topic and organize complex concepts and information so that each new element builds on what precedes it;
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - ELA.E4.C.2.1.a: introduce a topic and organize complex concepts and information so that each new element builds on what precedes it;
  - ELA.E4.C.2.1.b: develop the topic thoroughly by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audiences knowledge of the topic;
  - ELA.E4.C.2.1.f: provide a concluding statement or section that supports the information presented.
  - ELA.E4.OE.6: Create quality work by adhering to an accepted format.
  - ELA.E4.C.2.1.c: use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts;
- **EXPOSITORY ESSAYS**
  - ELA.E4.C.2.1.a: introduce a topic and organize complex concepts and information so that each new element builds on what precedes it;
  - ELA.E4.C.2.1.f: provide a concluding statement or section that supports the information presented.
  - ELA.E4.C.2.1.b: develop the topic thoroughly by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audiences knowledge of the topic;

Unit 23: Narrative Writing

- **SHORT NARRATIVES**
  - ELA.E4.C.3.1.b: engage the reader by establishing a situation, setting up a problem or observation, and establishing its significance;
  - ELA.E4.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.
  - ELA.E4.C.3.1.a: produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

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- ELA.E4.C.3.1.c: use a variety of techniques to sequence events and build toward a particular tone;
- ELA.E4.C.3.1.d: use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;
- ELA.E4.C.3.1.e: use precise words and language to develop the experiences, events, setting, and/or characters; and
- ELA.E4.C.3.1.f: provide an ending or conclusion that clearly connects the narratives relevance to the intended purpose of the writing.

- **NARRATIVE TECHNIQUES**
  - ELA.E4.C.3.1.b: engage the reader by establishing a situation, setting up a problem or observation, and establishing its significance;
  - ELA.E4.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.
  - ELA.E4.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.E4.C.3.1.c: use a variety of techniques to sequence events and build toward a particular tone;
  - ELA.E4.C.3.1.d: use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;
  - ELA.E4.C.3.1.f: provide an ending or conclusion that clearly connects the narratives relevance to the intended purpose of the writing.

Unit 24: Research

- **REFINING A RESEARCH QUESTION**
  - ELA.E4.R.1.1.a: answering self-generated questions about a topic(s) while using a variety of sources; and
  - ELA.E4.R.1.1.b: refining the scope of inquiry as relevant to the topic(s), purpose, and audience.
- **GATHERING INFORMATION**
  - ELA.E4.R.1.1.b: refining the scope of inquiry as relevant to the topic(s), purpose, and audience.
  - ELA.E4.R.1.2: Evaluate the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
  - ELA.E4.R.1.3: Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.
- **SYNTHESIZING IDEAS**
  - ELA.E4.R.1.2: Evaluate the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
  - ELA.E4.R.1.3: Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.
- **AVOIDING PLAGIARISM**

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- ELA.E4.OE.6: Create quality work by adhering to an accepted format.
- ELA.E4.OE.5: Cite evidence to explain and justify reasoning.
- ELA.E4.R.1.5: Follow a standard academic style guide for citation to avoid plagiarism.

Unit 25: Revision Considerations 1

- **PREWRITING**
  - ELA.E4.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.E4.OE.6: Create quality work by adhering to an accepted format.
- **UNITY AND FOCUS**
  - ELA.E4.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.E4.OE.6: Create quality work by adhering to an accepted format.
- **WORDINESS AND REDUNDANCY**
  - ELA.E4.C.2.1.d: use precise language and vocabulary appropriate to the complexity of the topic;
  - ELA.E4.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 26: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
  - ELA.E4.C.2.1.c: use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts;
  - ELA.E4.C.1.1.c: use varied diction and syntax to link the major sections of the text and clarify the relationships between claims and reasons, reasons and evidence, and between claims and counterclaims;
  - ELA.E4.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.E4.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods of time.
  - ELA.E4.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.E4.C.1.1.e: establish and maintain a writing style appropriate to the task and audience; and
  - ELA.E4.C.2.1.e: establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

Unit 27: Usage

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- **USING THE DICTIONARY AND THESAURUS**
  - ELA.E4.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.E4.AOR.9.1: Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.
- **CHANGING LANGUAGE CONVENTIONS**
  - ELA.E4.AOR.9.1: Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.
  - ELA.E4.AOR.7.1.c: consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.
- **FORMAL AND INFORMAL LANGUAGE**
  - ELA.E4.AOR.5.2: Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.
- **USING STYLE GUIDES**
  - ELA.E4.OE.6: Create quality work by adhering to an accepted format.
  - ELA.E4.OE.5: Cite evidence to explain and justify reasoning.
  - ELA.E4.C.4.1.c: 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 28: Speaking and Listening

- **DISCUSSION GUIDELINES**
  - ELA.E4.OE.4: Collaborate with others and use active listening skills.
  - ELA.E4.C.8.1.a: engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and
  - ELA.E4.C.8.1.b: consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.
- **ANALYZING AND DEVELOPING A SPEECH**
  - ELA.E4.C.9.1.b: evaluate and critique the effectiveness and validity of the information and supporting evidence being presented; and
  - ELA.E4.C.9.1.c: analyze the speakers information while identifying any logical fallacies and biases that may be present.
  - ELA.E4.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.E4.C.7.1.b: convey a perspective with clear reasoning and valid evidence;

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