



Middle School Mock Trial Correlations to S.C. College- and Career-Ready Standards English Language Arts

Inquiry-Based Literacy Standards

<p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>Develop a range of questions to frame inquiry for new learning and deeper understanding.</p>	<p>Standard 4: Synthesize integrated information to share learning and/or take action.</p> <ul style="list-style-type: none"> • Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views. • Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action. • Reflect on findings and pose appropriate questions for further inquiry.
<p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.</p>	<p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p> <ul style="list-style-type: none"> • Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process. • Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.
<p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <ul style="list-style-type: none"> • Develop a plan of action by using appropriate discipline-specific strategies. • Organize and categorize important information, revise ideas, and report relevant findings. 	

Reading Informational Text Standards

Standard 1: Demonstrate understanding of the organization and basic features of print.

Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.
- Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

Standard 10: Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style.

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.

Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

Engage in whole and small group reading with purpose and understanding.

Writing Standards

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

Write arguments that:

- a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;
- b. use relevant information from multiple print and multimedia sources;
- c. support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;
- d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;
- e. develop the claim and counterclaims providing credible evidence and data for each;
- f. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- h. establish and maintain a formal style and objective tone;
- i. provide a concluding statement or section that follows from and supports the argument.

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Gather ideas from texts, multimedia, and personal experience to write narratives that:

- a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;
- b. organize an event sequence that unfolds naturally and logically;
- c. use dialogue, pacing, manipulation of time, and reflection, to develop experiences, events, and/or characters;
- d. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
- e. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events, and develop characters;
- h. provide a conclusion that follows from and reflects on the narrated experiences or events.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Write informative/explanatory texts that:

- a. introduce a topic;
- c. organize ideas, concepts, and information into broader categories;
- f. develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;
- g. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- j. use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;
- k. use precise language and domain-specific vocabulary to explain the topic;
- l. establish and maintain a style and tone authentic to the purpose; and
- m. provide a concluding statement or section that follows and supports the information or explanation presented.

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Communication Standards

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

- Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.
- Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.
- Apply effective communication techniques based on a variety of contexts and tasks.
- Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.
- Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

- Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.
- Analyze and evaluate credibility of information and accuracy of findings.

Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.

- Determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- Analyze the effectiveness of the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.
- Evaluate the presentation to determine how the speaker:
 - a. articulates a clear message;
 - b. monitors audience awareness;
 - c. addresses possible misconceptions or objections;
 - d. chooses appropriate media; and
 - e. uses an appropriate style for the audience

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

- Consider audience when selecting presentation types.
- Select and employ a variety of craft techniques to convey a message and impact the audience.