



High 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>Use a recursive process to develop, evaluate, and refine, questions to broaden thinking on a specific idea that directs 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 analyze relationships and patterns of evidence to confirm conclusions. • Evaluate findings; address conflicting information; identify misconceptions; and revise. • Determine appropriate disciplinary tools to communicate findings and/or take informed action.
<p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and 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. • Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action. • Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.

Reading Informational Text Standards

<p>Standard 1: Demonstrate understanding of the organization and basic features of print.</p>	<p>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p>
<p>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</p>	<p>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.</p> <p>Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.</p>
<p>Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>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.</p> <p>Use context clues to determine meanings of words and phrases.</p>
<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</p> <p>Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.</p>	<p>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</p> <p>Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
<p>Standard 6: Summarize key details and ideas to support analysis of central ideas.</p> <p>Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.</p>	<p>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.</p> <ul style="list-style-type: none"> • Engage in whole and small group reading with purpose and understanding. • Read and respond to grade level text to become self-directed, critical readers and thinkers.

Writing Standards

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

Write arguments that:

- introduce a precise claim and differentiate between the claim and counterclaims;
- assess the credibility and accuracy of each source;
- use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence:
- develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;
- develop and strengthen writing as needed by planning, revising, editing, rewriting;
- avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;
- provide a concluding statement or section that follows from and supports the argument presented; and I. include a call to action.

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:

- develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;
- create a smooth progression of experiences or events;
- use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;
- develop and strengthen writing as needed by planning, revising, editing, rewriting;
- use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters;
- provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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:

- introduce a topic;
- assess the credibility and accuracy of each source;
- develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;
- develop and strengthen writing as needed by planning, revising, editing, rewriting;
- use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;
- establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and
- provide a concluding statement or section that follows from and supports the information or explanation presented.

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

When writing:

- use verb, noun, prepositional, and verbal phrases to communicate different meanings;
- use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety;
- demonstrate command of grammar and usage rules;
- apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and
- resolve issues of complex or contested usage, consulting references as needed.

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.

- Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.
- Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and pervasively.
- Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.
- Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.
- Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.
- Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details.

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

- Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- Distinguish between credible and non-credible sources of information.
- Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- Evaluate the speaker's delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.
- Evaluate the effectiveness of the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.

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

- Give extemporaneous and planned presentations that are engaging and well-crafted.
- Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.
- Develop messages that use logical, emotional, and ethical appeals.