



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

Inquiry-Based Literacy Standards	
<p><b>Standard 1:</b> 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><b>Standard 4:</b> Synthesize integrated information to share learning and/or take action.</p> <ul style="list-style-type: none"> <li>• Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.</li> <li>• Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.</li> <li>• Reflect on findings and pose appropriate questions for further inquiry.</li> </ul>
<p><b>Standard 2:</b> 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><b>Standard 5:</b> Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p> <ul style="list-style-type: none"> <li>• Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.</li> <li>• Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.</li> </ul>
<p><b>Standard 3:</b> 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"> <li>• Develop a plan of action by using appropriate discipline-specific strategies.</li> <li>• Organize and categorize important information, revise ideas, and report relevant findings.</li> </ul>	

## Reading Informational Text Standards

<p><b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.</p>	<p><b>Standard 8:</b> 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, 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.</p>
<p><b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.</p>	<p><b>Standard 9:</b> 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> <ul style="list-style-type: none"><li>• Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.</li><li>• Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.</li></ul>
<p><b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><b>Standard 10:</b> Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style.</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.</p>
<p><b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</p> <p>Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>Standard 12:</b> 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> <p>Engage in whole and small group reading with purpose and understanding.</p>

## Writing Standards

<p><b>Standard 1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Write arguments that:</p> <ol style="list-style-type: none"> <li>a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;</li> <li>d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;</li> <li>e. develop the claim and counterclaims providing credible evidence and data for each;</li> <li>f. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>h. establish and maintain a formal style and objective tone;</li> <li>i. provide a concluding statement or section that follows from and supports the argument.</li> </ol>	<p><b>Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;</li> <li>c. organize an event sequence that unfolds naturally and logically;</li> <li>d. use dialogue, pacing, manipulation of time, and reflection, to develop experiences, events, and/or characters;</li> <li>f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events, and develop characters;</li> <li>h. provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>
<p><b>Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>a. introduce a topic;</li> <li>c. organize ideas, concepts, and information into broader categories;</li> <li>f. develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;</li> <li>g. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>j. use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;</li> <li>k. use precise language and domain-specific vocabulary to explain the topic;</li> <li>l. establish and maintain a style and tone authentic to the purpose; and</li> <li>m. provide a concluding statement or section that follows and supports the information or explanation presented.</li> </ol>	<p><b>Standard 4:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

**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.