

Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: South Carolina Standards & Learning

Subject: Language Arts

Grades: 9, 10, 11, 12

Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION

Overarching Expectations (OE)

PERFORMANC
E DESCRIPTOR
/ STANDARD

ELA.E1.O
E.2.

Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANC
E DESCRIPTOR
/ STANDARD

ELA.E1.O
E.5.

Cite evidence to explain and justify reasoning.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION

Applications of Reading (AOR)

PERFORMANCE
DESCRIPTOR /
STANDARD

ELA.AOR.
1.

Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL
EXAMPLE /
STAGE

ELA.E1.A
OR.1.1.

Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION

Applications of Reading (AOR)

PERFORMANCE
DESCRIPTOR /
STANDARD

ELA.AOR.
2.

Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL
EXAMPLE /
STAGE

ELA.E1.A
OR.2.2.

Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.7.	Organize and communicate ideas through a range of formats to engage a variety of audiences.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .7.1.	Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples for a variety of tasks, purposes, and audiences. When presenting:

INDICATOR	ELA.E1.C .7.1.a.	demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing);

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O.E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O.E.5.	Cite evidence to explain and justify reasoning.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.7.	Organize and communicate ideas through a range of formats to engage a variety of audiences.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .7.1.	Present information, findings, and supporting evidence clearly and concisely with a logical organization, coherent focus, and style that are appropriate for a variety of tasks, purposes, and audiences. When presenting:

INDICATOR	ELA.E2.C .7.1.a.	demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing, intonation);
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.7.	Organize and communicate ideas through a range of formats to engage a variety of audiences.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.7.1.	Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting:

INDICATOR	ELA.E3.C.7.1.a.	demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing);

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.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;

INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.7.	Organize and communicate ideas through a range of formats to engage a variety of audiences.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.7.1.	Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting:

INDICATOR	ELA.E4.C.7.1.a.	demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing);

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.7.	Organize and communicate ideas through a range of formats to engage a variety of audiences.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .7.1.	Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples for a variety of tasks, purposes, and audiences. When presenting:

INDICATOR	ELA.E1.C .7.1.a.	demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing);

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E2.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;
INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.7.	Organize and communicate ideas through a range of formats to engage a variety of audiences.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .7.1.	Present information, findings, and supporting evidence clearly and concisely with a logical organization, coherent focus, and style that are appropriate for a variety of tasks, purposes, and audiences. When presenting:

INDICATOR ELA.E2.C .7.1.a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing, intonation);

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR ELA.E2.C .8.1.a. ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR ELA.E2.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD ELA.E3.O E.2. Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD ELA.E3.O E.5. Cite evidence to explain and justify reasoning.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;

INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.7.	Organize and communicate ideas through a range of formats to engage a variety of audiences.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .7.1.	Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting:
INDICATOR	ELA.E3.C .7.1.a.	demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing);

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.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;

INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.7.	Organize and communicate ideas through a range of formats to engage a variety of audiences.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.7.1.	Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting:

INDICATOR	ELA.E4.C.7.1.a.	demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing);

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning**Language Arts**

Grade 11 - Adopted: 2023

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.7.	Organize and communicate ideas through a range of formats to engage a variety of audiences.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .7.1.	Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples for a variety of tasks, purposes, and audiences. When presenting:

INDICATOR	ELA.E1.C .7.1.a.	demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing);
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE	English 2 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
STANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;
INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.7.	Organize and communicate ideas through a range of formats to engage a variety of audiences.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .7.1.	Present information, findings, and supporting evidence clearly and concisely with a logical organization, coherent focus, and style that are appropriate for a variety of tasks, purposes, and audiences. When presenting:

INDICATOR	ELA.E2.C.7.1.a.	demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing, intonation);
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.7.	Organize and communicate ideas through a range of formats to engage a variety of audiences.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.7.1.	Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting:

INDICATOR	ELA.E3.C.7.1.a.	demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing);

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;
INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.7.	Organize and communicate ideas through a range of formats to engage a variety of audiences.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .7.1.	Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting:

INDICATOR	ELA.E4.C .7.1.a.	demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing);

STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE English 1 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.7.	Organize and communicate ideas through a range of formats to engage a variety of audiences.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.7.1.	Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples for a variety of tasks, purposes, and audiences. When presenting:

INDICATOR	ELA.E1.C.7.1.a.	demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing);

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O.E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O.E.5.	Cite evidence to explain and justify reasoning.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	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;

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

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.7.	Organize and communicate ideas through a range of formats to engage a variety of audiences.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.7.1.	Present information, findings, and supporting evidence clearly and concisely with a logical organization, coherent focus, and style that are appropriate for a variety of tasks, purposes, and audiences. When presenting:

INDICATOR	ELA.E2.C.7.1.a.	demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing, intonation);

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.7.	Organize and communicate ideas through a range of formats to engage a variety of audiences.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.7.1.	Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting:

INDICATOR	ELA.E3.C.7.1.a.	demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing);
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.7.	Organize and communicate ideas through a range of formats to engage a variety of audiences.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .7.1.	Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting:

INDICATOR	ELA.E4.C .7.1.a.	demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing);

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

Lesson 02: Unit 2 Writing from Notes, p. 19-28

South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGE

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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR

ELA.E2.C
.8.1.a.

ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR

ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;
INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	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;

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

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	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

INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;

INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning**Language Arts**

Grade 12 - Adopted: 2023

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;

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

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	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

INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;

INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

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South Carolina Standards & Learning**Language Arts**

Grade 9 - Adopted: 2023

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;

INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	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
INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;
INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E3.C .3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E3.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E3.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE** **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE** **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE** **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E4.C.3.1.c.	use a variety of techniques to sequence events and build toward a particular tone;

INDICATOR	ELA.E4.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;

INDICATOR	ELA.E4.C.3.1.e.	use precise words and language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E4.C.3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.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;

INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	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;

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

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	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

INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E3.C.3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E3.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E3.C.3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E3.C.3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.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;

INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

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

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E1.C.3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E1.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E1.C.3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E1.C.3.1.f.	provide an ending that connects to the intended purpose of the writing.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	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
INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E3.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E3.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E3.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
INDICATOR	ELA.E4.C .3.1.c.	use a variety of techniques to sequence events and build toward a particular tone;
INDICATOR	ELA.E4.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;
INDICATOR	ELA.E4.C .3.1.e.	use precise words and language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E4.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E1.C.3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E1.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E1.C.3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E1.C.3.1.f.	provide an ending that connects to the intended purpose of the writing.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E2.A OR.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;
INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	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
INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;
INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E3.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E3.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E3.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

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

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

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South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;
INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	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
INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGE

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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR

ELA.E2.C
.8.1.a.

ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR

ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;
INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E3.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E3.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E3.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE		
English 4 Standards		

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE		
English 4 Standards		

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
INDICATOR	ELA.E4.C .3.1.c.	use a variety of techniques to sequence events and build toward a particular tone;
INDICATOR	ELA.E4.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;

INDICATOR	ELA.E4.C.3.1.e.	use precise words and language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E4.C.3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E1.C.3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E1.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E1.C.3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E1.C.3.1.f.	provide an ending that connects to the intended purpose of the writing.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
STANDARD / COURSE English 1 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE English 1 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE English 2 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	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;

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

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C.3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E2.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	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
INDICATOR	ELA.E2.C.3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;
INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E3.C .3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E3.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E3.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE** **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE** **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE** **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E4.C.3.1.c.	use a variety of techniques to sequence events and build toward a particular tone;

INDICATOR	ELA.E4.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;

INDICATOR	ELA.E4.C.3.1.e.	use precise words and language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E4.C.3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.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;

INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	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;

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

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	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

INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E3.C.3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E3.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E3.C.3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E3.C.3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.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;

INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

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

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	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
INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E3.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E3.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E3.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
INDICATOR	ELA.E4.C .3.1.c.	use a variety of techniques to sequence events and build toward a particular tone;
INDICATOR	ELA.E4.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;
INDICATOR	ELA.E4.C .3.1.e.	use precise words and language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E4.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

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South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
STANDARD / COURSE	English 1 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;

INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	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
INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E3.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E3.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E3.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

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

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.a.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;
INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	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

INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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

INDICATOR	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;

INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E3.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E3.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E3.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.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;

INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E4.C.3.1.c.	use a variety of techniques to sequence events and build toward a particular tone;

INDICATOR	ELA.E4.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;

INDICATOR	ELA.E4.C.3.1.e.	use precise words and language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E4.C.3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.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;

INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;

INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	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
INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E3.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E3.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E3.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

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

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.a.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;
INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	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

INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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

INDICATOR	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;

INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E3.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E3.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E3.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.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;

INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E4.C.3.1.c.	use a variety of techniques to sequence events and build toward a particular tone;

INDICATOR	ELA.E4.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;

INDICATOR	ELA.E4.C.3.1.e.	use precise words and language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E4.C.3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

Lesson 06: Unit 4 Summarizing a Reference, p. 51-48

South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	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;

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

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;
INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning**Language Arts****Grade 10 - Adopted: 2023****STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;
INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning**Language Arts**

Grade 11 - Adopted: 2023

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGE

ELA.E1.C
.5.1.

Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR

ELA.E1.C
.8.1.a.

ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR

ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.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;

INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

**STANDARD /
COURSE**
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

**STANDARD /
COURSE**
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

**STANDARD /
COURSE**
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;

INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.A OR.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;

INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

Lesson 07: Unit 4 Summarizing a Reference, p. 59-66**South Carolina Standards & Learning****Language Arts****Grade 9 - Adopted: 2023****STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.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;

INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C.2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;
INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;

INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning**Language Arts**

Grade 10 - Adopted: 2023

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
STANDARD / COURSE		
English 1 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
STANDARD / COURSE		
English 1 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE		
English 1 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE		
English 1 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGE

ELA.E1.C
.5.1.

Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR

ELA.E1.C
.8.1.a.

ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR

ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.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;

INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

**STANDARD /
COURSE**
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

**STANDARD /
COURSE**
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

**STANDARD /
COURSE**
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;

INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.A OR.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;

INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning**Language Arts****Grade 12 - Adopted: 2023****STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

Lesson 08: Unit 4 Summarizing a Reference, p. 67-76**South Carolina Standards & Learning****Language Arts****Grade 9 - Adopted: 2023****STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;
INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;
INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.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;

INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C.2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	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;

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

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.A OR.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;
INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C 4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C 4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C 4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C 4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;
INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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
INDICATOR	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE		
English 3 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE		
English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		
English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;
INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

Lesson 09: Unit 5 Writing from Pictures, p. 77-84

South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	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
INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E3.C.3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E3.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E3.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
INDICATOR	ELA.E4.C .3.1.c.	use a variety of techniques to sequence events and build toward a particular tone;
INDICATOR	ELA.E4.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;
INDICATOR	ELA.E4.C .3.1.e.	use precise words and language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E4.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	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
INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E3.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E3.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E3.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

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

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E2.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	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

INDICATOR	ELA.E2.C.3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE****English 3 Standards****KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTION****Overarching Expectations (OE)**PERFORMANCE
DESCRIPTOR
/ STANDARDELA.E3.O
E.1.

Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE
DESCRIPTOR
/ STANDARDELA.E3.O
E.6.

Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 3 Standards****KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTION****Written and Oral Communications (C)**PERFORMANCE
DESCRIPTOR /
STANDARD

ELA.C.1.

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

GRADE LEVEL
EXAMPLE /
STAGEELA.E3.C
.1.1.

Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR

ELA.E3.C
.1.1.e.

establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 3 Standards****KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTION****Written and Oral Communications (C)**PERFORMANCE
DESCRIPTOR /
STANDARD

ELA.C.2.

Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL
EXAMPLE /
STAGEELA.E3.C
.2.1.

Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR

ELA.E3.C
.2.1.e.

establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

**STANDARD /
COURSE****English 3 Standards****KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTION****Written and Oral Communications (C)**PERFORMANCE
DESCRIPTOR /
STANDARD

ELA.C.3.

Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL
EXAMPLE /
STAGEELA.E3.C
.3.1.

Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E3.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E3.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E3.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

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

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	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

INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE****English 3 Standards****KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTION****Overarching Expectations (OE)**PERFORMANCE
DESCRIPTOR
/ STANDARDELA.E3.O
E.1.

Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE
DESCRIPTOR
/ STANDARDELA.E3.O
E.6.

Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 3 Standards****KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTION****Written and Oral Communications (C)**PERFORMANCE
DESCRIPTOR /
STANDARD

ELA.C.1.

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

GRADE LEVEL
EXAMPLE /
STAGEELA.E3.C
.1.1.

Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR

ELA.E3.C
.1.1.e.

establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 3 Standards****KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTION****Written and Oral Communications (C)**PERFORMANCE
DESCRIPTOR /
STANDARD

ELA.C.2.

Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL
EXAMPLE /
STAGEELA.E3.C
.2.1.

Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR

ELA.E3.C
.2.1.e.

establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

**STANDARD /
COURSE****English 3 Standards****KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTION****Written and Oral Communications (C)**PERFORMANCE
DESCRIPTOR /
STANDARD

ELA.C.3.

Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL
EXAMPLE /
STAGEELA.E3.C
.3.1.

Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E3.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E3.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E3.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

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

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

Lesson 10: Unit 5 Writing from Pictures, p.85-90

South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGE

ELA.E1.C
.5.1.

Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR

ELA.E1.C
.8.1.a.

ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR

ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	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

INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E3.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E3.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E3.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E4.C .3.1.c.	use a variety of techniques to sequence events and build toward a particular tone;

INDICATOR	ELA.E4.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;

INDICATOR	ELA.E4.C .3.1.e.	use precise words and language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E4.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
STANDARD / COURSE	English 1 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	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
INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E3.C.3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E3.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E3.C.3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E3.C.3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E4.C.3.1.c.	use a variety of techniques to sequence events and build toward a particular tone;

INDICATOR	ELA.E4.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;

INDICATOR	ELA.E4.C.3.1.e.	use precise words and language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E4.C.3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning**Language Arts**Grade **11** - Adopted: **2023****STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards****KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTION****Overarching Expectations (OE)**PERFORMANCE
DESCRIPTOR
/ STANDARDELA.E2.O
E.1.

Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE
DESCRIPTOR
/ STANDARDELA.E2.O
E.6.

Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards****KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTION****Written and Oral Communications (C)**PERFORMANCE
DESCRIPTOR /
STANDARD

ELA.C.1.

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

GRADE LEVEL
EXAMPLE /
STAGEELA.E2.C
.1.1.

Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR

ELA.E2.C
.1.1.d.

establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards****KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTION****Written and Oral Communications (C)**PERFORMANCE
DESCRIPTOR /
STANDARD

ELA.C.2.

Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL
EXAMPLE /
STAGEELA.E2.C
.2.1.

Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR

ELA.E2.C
.2.1.e.

establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE****English 2 Standards****KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTION****Written and Oral Communications (C)**PERFORMANCE
DESCRIPTOR /
STANDARD

ELA.C.3.

Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL
EXAMPLE /
STAGEELA.E2.C
.3.1.

Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	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
INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E3.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E3.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E3.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

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

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	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
INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E3.C.3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E3.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E3.C.3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E3.C.3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E4.C.3.1.c.	use a variety of techniques to sequence events and build toward a particular tone;

INDICATOR	ELA.E4.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;

INDICATOR	ELA.E4.C.3.1.e.	use precise words and language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E4.C.3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

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South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	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
INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E3.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E3.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E3.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E4.C .3.1.c.	use a variety of techniques to sequence events and build toward a particular tone;

INDICATOR	ELA.E4.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;

INDICATOR	ELA.E4.C .3.1.e.	use precise words and language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E4.C.3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E1.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E1.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E1.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E1.C .3.1.f.	provide an ending that connects to the intended purpose of the writing.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E2.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	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
INDICATOR	ELA.E2.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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

INDICATOR	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.
STANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E3.C.3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E3.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E3.C.3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E3.C.3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E4.C.3.1.c.	use a variety of techniques to sequence events and build toward a particular tone;

INDICATOR	ELA.E4.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;
INDICATOR	ELA.E4.C .3.1.e.	use precise words and language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E4.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E1.C.3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E1.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E1.C.3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E1.C.3.1.f.	provide an ending that connects to the intended purpose of the writing.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E2.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	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

INDICATOR	ELA.E2.C.3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

INDICATOR	ELA.E3.C .3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E3.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and

INDICATOR	ELA.E3.C.3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;

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

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE	English 1 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E1.C.3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E1.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
INDICATOR	ELA.E1.C.3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E1.C.3.1.f.	provide an ending that connects to the intended purpose of the writing.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.3.1.c.	develop a clear progression of experiences or events;

INDICATOR	ELA.E2.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	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

INDICATOR	ELA.E2.C.3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGE

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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR

ELA.E2.C
.8.1.a.

ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR

ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E3.C.3.1.c.	develop a clear progression of experiences or events;
INDICATOR	ELA.E3.C.3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;

INDICATOR	ELA.E3.C .3.1.e.	use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
INDICATOR	ELA.E3.C .3.1.f.	provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

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

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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
INDICATOR	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.

Lesson 12: Unit 6 Summarizing Multiple References, p. 99-108

South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;
INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

**STANDARD /
COURSE** **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE** **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

**STANDARD /
COURSE** **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;
INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;
INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;
INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;
INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

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South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C.2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

STANDARD / COURSE
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C.2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;
INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGE

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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR

ELA.E2.C.8.1.a.

ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR

ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;

INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

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South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C.2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGE

ELA.E1.C
.5.1.

Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR

ELA.E1.C
.8.1.a.

ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR

ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE** **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE** **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE** **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C.2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGE

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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR

ELA.E2.C
.8.1.a.

ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR

ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C.2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE** **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE** **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR 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;

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR 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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE 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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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
INDICATOR	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.

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South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C.2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C.2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning**Language Arts**

Grade 11 - Adopted: 2023

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

**STANDARD /
COURSE****English 1 Standards****KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTION****Overarching Expectations (OE)**PERFORMANCE
DESCRIPTOR
/ STANDARDELA.E1.O
E.1.

Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE
DESCRIPTOR
/ STANDARDELA.E1.O
E.5.

Cite evidence to explain and justify reasoning.

PERFORMANCE
DESCRIPTOR
/ STANDARDELA.E1.O
E.6.

Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 1 Standards****KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTION****Written and Oral Communications (C)**PERFORMANCE
DESCRIPTOR /
STANDARD

ELA.C.1.

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

GRADE LEVEL
EXAMPLE /
STAGEELA.E1.C
.1.1.

Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR

ELA.E1.C
.1.1.d.

establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards****KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTION****Written and Oral Communications (C)**PERFORMANCE
DESCRIPTOR /
STANDARD

ELA.C.2.

Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL
EXAMPLE /
STAGEELA.E1.C
.2.1.

Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR

ELA.E1.C
.2.1.a.

introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR

ELA.E1.C
.2.1.b.

develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR

ELA.E1.C
.2.1.c.

use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

Lesson 19: Unit 8 Formal Essay Models, p. 167-174**South Carolina Standards & Learning****Language Arts****Grade 9 - Adopted: 2023****STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C.2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C 4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C 4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C 4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGE

ELA.E1.C
.5.1.

Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR

ELA.E1.C
.8.1.a.

ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR

ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE
DESCRIPTOR
/ STANDARD

ELA.E2.O
E.1.

Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE
DESCRIPTOR
/ STANDARD

ELA.E2.O
E.5.

Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C.2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGE

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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR

ELA.E2.C
.8.1.a.

ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR

ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR ELA.E3.C.3.1.a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR ELA.E3.C.4.1.b. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C.2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR 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;

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR 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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE 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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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
INDICATOR	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.

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South Carolina Standards & Learning

Language Arts
Grade 9 - Adopted: 2023

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.3.	Analyze findings to determine relevance to the topic and purpose of inquiry.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.4.	Logically organize findings as relevant to the purpose.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR ELA.E1.C.3.1.a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR ELA.E1.C.4.1.b. use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR ELA.E1.C.4.1.c. select and use verbs with appropriate mood and tone;

INDICATOR ELA.E1.C.4.1.e. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR ELA.E1.C.4.1.f. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE ELA.E1.C.5.1. Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	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;

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

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.3.	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.4.	Logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E3.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.3.	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.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;

INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.3.	Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.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;

INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R.1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.3.	Analyze findings to determine relevance to the topic and purpose of inquiry.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.4.	Logically organize findings as relevant to the purpose.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGE

ELA.E1.C
.5.1.

Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR

ELA.E1.C
.8.1.a.

ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR

ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE
DESCRIPTOR
/ STANDARD

ELA.E2.O
E.1.

Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE
DESCRIPTOR
/ STANDARD

ELA.E2.O
E.2.

Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;
INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R .1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.3.	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.4.	Logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;

INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.3.	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:
INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.3.	Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.3.	Analyze findings to determine relevance to the topic and purpose of inquiry.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.4.	Logically organize findings as relevant to the purpose.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	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;

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

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R .1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.3.	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.4.	Logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E3.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.3.	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.1.	Conduct short and more sustained research to answer questions or solve problems by:
INDICATOR	ELA.E4.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E4.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.3.	Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE English 1 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
STANDARD / COURSE English 1 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
STANDARD / COURSE English 1 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.3.	Analyze findings to determine relevance to the topic and purpose of inquiry.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.4.	Logically organize findings as relevant to the purpose.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E2.A OR.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;

INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E2.R .1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E2.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.3.	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.4.	Logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE		
English 2 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE		
English 3 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		
English 3 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.A OR.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;

INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:

INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.3.	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:
INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.3.	Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

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South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E1.R.1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R .1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R .1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E3.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .15.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR 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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR 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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE 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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR 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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R .1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E2.R .1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E3.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:
INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning**Language Arts****Grade 11 - Adopted: 2023****STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE** **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE** **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:
INDICATOR	ELA.E3.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E3.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:

INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E1.R .1.1.b.	using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGE

ELA.E1.C
.5.1.

Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR

ELA.E1.C
.8.1.a.

ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR

ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

INDICATOR	ELA.E2.R.1.1.a.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and

INDICATOR	ELA.E2.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.1.	Conduct short and more sustained research to answer questions or solve a problem(s) by:

INDICATOR	ELA.E3.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E3.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.1.	Conduct short and more sustained research to answer questions or solve problems by:
INDICATOR	ELA.E4.R.1.1.a.	answering self-generated questions about a topic(s) while using a variety of sources; and
INDICATOR	ELA.E4.R.1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

**STANDARD /
COURSE** **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE** **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

Lesson 22: Unit 8 Formal Essay Models, p. 193-200

South Carolina Standards & Learning
Language Arts
Grade 9 - Adopted: 2023

**STANDARD /
COURSE** **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C.2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C.2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning**Language Arts**

Grade 10 - Adopted: 2023

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

STANDARD / COURSE
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning**Language Arts****Grade 12 - Adopted: 2023****STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

Lesson 23: Unit 8 Formal Essay Models, p. 201-206

South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

**STANDARD /
COURSE** **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE** **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

**STANDARD /
COURSE** **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C.2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E3.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	ELA.E1.C.2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E1.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and

INDICATOR	ELA.E1.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.a.	introduce a topic and organize complex concepts and information;
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	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;

INDICATOR	ELA.E4.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

INDICATOR	ELA.E4.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR 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;

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR 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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE 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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E2.C.2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;

INDICATOR	ELA.E2.C.2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

INDICATOR	ELA.E2.C.2.1.f.	provide a concluding statement or section that supports the information presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C.2.1.a.	introduce a topic and organize complex concepts and information;

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C .2.1.f.	provide a concluding statement or section that supports the information presented.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	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;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

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South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.A OR.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;
INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.A OR.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;
INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.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;

INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;

INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;

INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.A OR.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;
INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade **11** - Adopted: **2023**

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;

INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.R .1.5. Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR ELA.E3.C .1.1.e. establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR ELA.E3.C .2.1.b. develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR ELA.E3.C .2.1.e. establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGEELA.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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR

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

INDICATOR

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.

South Carolina Standards & Learning**Language Arts**

Grade 12 - Adopted: 2023

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E2.A OR.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;

INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.R .1.5. Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR ELA.E3.C .1.1.e. establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR ELA.E3.C .2.1.b. develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR ELA.E3.C .2.1.e. establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

Lesson 25: Unit 9 Formal Critique and Response to Literature, p. 213-224**South Carolina Standards & Learning****Language Arts****Grade 9 - Adopted: 2023****STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;

INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.A OR.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;

INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.R .1.5. Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR ELA.E3.C .1.1.e. establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR ELA.E3.C .2.1.b. develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR ELA.E3.C .2.1.e. establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE** **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE** **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE** **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E2.A OR.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;

INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.R .1.5. Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR ELA.E3.C .1.1.e. establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR ELA.E3.C .2.1.b. develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR ELA.E3.C .2.1.e. establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning**Language Arts****Grade 11 - Adopted: 2023****STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.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;

INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E2.A OR.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;

INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.R .1.5. Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR ELA.E3.C .1.1.e. establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR ELA.E3.C .2.1.b. develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR ELA.E3.C .2.1.e. establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGEELA.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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR

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

INDICATOR

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.

South Carolina Standards & Learning**Language Arts**

Grade 12 - Adopted: 2023

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E2.A OR.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;

INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.R .1.5. Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR ELA.E3.C .1.1.e. establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR ELA.E3.C .2.1.b. develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR ELA.E3.C .2.1.e. establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE** **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

**STANDARD /
COURSE** **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE** **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

Lesson 26: Unit 9 Formal Critique and Response to Literature, p. 225-232**South Carolina Standards & Learning****Language Arts****Grade 9 - Adopted: 2023****STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E2.A OR.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;

INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;
INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.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;

INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C.2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE	English 1 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	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;

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

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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.

**STANDARD /
COURSE** **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE** **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.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;

INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL
EXAMPLE /
STAGE

ELA.E1.R
.1.5.

Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR

ELA.E1.C
.1.1.d.

establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR

ELA.E1.C
.2.1.b.

develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR

ELA.E1.C
.2.1.e.

use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;
INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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.
STANDARD / COURSE English 2 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE English 2 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE English 3 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.A OR.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;
INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL
EXAMPLE /
STAGE

ELA.E4.R
.1.5.

Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR

ELA.E4.C
.1.1.e.

establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR

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 audience's knowledge of the topic;

INDICATOR

ELA.E4.C
.2.1.e.

establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

STANDARD / COURSE
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE
English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 233-244

South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.1.1.	Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E2.A OR.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;

INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.1.1.	Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.A OR.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;
INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;

INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.1.1.	Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	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;

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

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 2 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.1.1.	Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.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;

INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR ELA.E3.C.3.1.a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL
EXAMPLE /
STAGE

ELA.E1.R
.1.5.

Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR

ELA.E1.C
.1.1.d.

establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR

ELA.E1.C
.2.1.b.

develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR

ELA.E1.C
.2.1.e.

use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.1.1.	Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;
INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.1.1.	Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE

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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE

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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR

ELA.E4.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;

INDICATOR

ELA.E4.AOR.7.1.b.

use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL
EXAMPLE /
STAGE

ELA.E4.R
.1.5.

Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR

ELA.E4.C
.1.1.e.

establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR

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 audience's knowledge of the topic;

INDICATOR

ELA.E4.C
.2.1.e.

establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C.2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	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;

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

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.1.1.	Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.A OR.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;
INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

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South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.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;
INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.a.	introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
INDICATOR	ELA.E1.C.1.1.b.	acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
INDICATOR	ELA.E1.C.1.1.c.	link the major sections of the text cohesively;
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and
INDICATOR	ELA.E1.C.1.1.e.	provide a concluding statement or section that supports the argument presented.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C.2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C.2.1.e.	use a tone and style appropriate to the task and audience; and
STANDARD / COURSE	English 1 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	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;

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

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL
EXAMPLE /
STAGE

ELA.E2.R
.1.5.

Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR

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;

INDICATOR

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;

INDICATOR

ELA.E2.C
.1.1.c.

link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;

INDICATOR

ELA.E2.C
.1.1.d.

establish a tone and style appropriate to the purpose and audience; and

INDICATOR

ELA.E2.C
.1.1.e.

provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR

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;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.A OR.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;

INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .1.1.b.	develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E3.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	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;
INDICATOR	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 audience's knowledge level and possible biases;
INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E4.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning**Language Arts**

Grade 10 - Adopted: 2023

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C .1.1.a.	introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
INDICATOR	ELA.E1.C .1.1.b.	acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
INDICATOR	ELA.E1.C .1.1.c.	link the major sections of the text cohesively;
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
INDICATOR	ELA.E1.C .1.1.e.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;
INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E2.C .1.1.c.	link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
INDICATOR	ELA.E2.C .1.1.e.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .1.1.b.	develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E3.C .1.1.f.	provide a concluding statement or section that supports the argument presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.A OR.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;
INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge level and possible biases;
INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E4.C .1.1.f.	provide a concluding statement or section that supports the argument presented.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR 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;

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR 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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE 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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C .1.1.a.	introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
INDICATOR	ELA.E1.C .1.1.b.	acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;

INDICATOR	ELA.E1.C .1.1.c.	link the major sections of the text cohesively;
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
INDICATOR	ELA.E1.C .1.1.e.	provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;
INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E2.C .1.1.c.	link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
INDICATOR	ELA.E2.C .1.1.e.	provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;
INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C.1.1.b.	develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E3.C.1.1.f.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.A OR.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;
INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge level and possible biases;
INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E4.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.a.	introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;

INDICATOR	ELA.E1.C .1.1.b.	acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;

INDICATOR	ELA.E1.C .1.1.c.	link the major sections of the text cohesively;

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

INDICATOR	ELA.E1.C .1.1.e.	provide a concluding statement or section that supports the argument presented.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;

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

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	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;

INDICATOR	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;

INDICATOR	ELA.E2.C .1.1.c.	link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
INDICATOR	ELA.E2.C .1.1.e.	provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGE

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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR

ELA.E2.C
.8.1.a.

ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR

ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .1.1.b.	develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E3.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;
INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge level and possible biases;
INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E4.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

Lesson 29: Classical Arrangement for Argumentative Essays, p. 257-260**South Carolina Standards & Learning****Language Arts****Grade 9 - Adopted: 2023****STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C .1.1.a.	introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
INDICATOR	ELA.E1.C .1.1.b.	acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
INDICATOR	ELA.E1.C .1.1.c.	link the major sections of the text cohesively;
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

INDICATOR	ELA.E1.C .1.1.e.	provide a concluding statement or section that supports the argument presented.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E2.C .1.1.c.	link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
INDICATOR	ELA.E2.C .1.1.e.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C.1.1.b.	develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E3.C.1.1.f.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge level and possible biases;
INDICATOR	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;
INDICATOR	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;

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning**Language Arts****Grade 10 - Adopted: 2023****STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.a.	introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;

INDICATOR	ELA.E1.C .1.1.b.	acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;

INDICATOR	ELA.E1.C .1.1.c.	link the major sections of the text cohesively;

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

INDICATOR	ELA.E1.C .1.1.e.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E2.C.1.1.c.	link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;
INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and
INDICATOR	ELA.E2.C.1.1.e.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

**STANDARD /
COURSE****English 3 Standards****KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTION****Overarching Expectations (OE)**PERFORMANCE
DESCRIPTOR
/ STANDARDELA.E3.O
E.1.

Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE
DESCRIPTOR
/ STANDARDELA.E3.O
E.5.

Cite evidence to explain and justify reasoning.

PERFORMANCE
DESCRIPTOR
/ STANDARDELA.E3.O
E.6.

Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 3 Standards****KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTION****Research(R)**PERFORMANCE
DESCRIPTOR /
STANDARD

ELA.R.1.

Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL
EXAMPLE /
STAGEELA.E3.R
.1.5.

Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE****English 3 Standards****KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTION****Written and Oral Communications (C)**PERFORMANCE
DESCRIPTOR /
STANDARD

ELA.C.1.

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

GRADE LEVEL
EXAMPLE /
STAGEELA.E3.C
.1.1.

Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR

ELA.E3.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;

INDICATOR

ELA.E3.C
.1.1.b.

develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;

INDICATOR

ELA.E3.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;

INDICATOR

ELA.E3.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;

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E3.C .1.1.f.	provide a concluding statement or section that supports the argument presented.
STANDARD / COURSE English 3 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE English 3 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE English 3 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge level and possible biases;

INDICATOR	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;

INDICATOR	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;

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

INDICATOR	ELA.E4.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C .1.1.a.	introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
INDICATOR	ELA.E1.C .1.1.b.	acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
INDICATOR	ELA.E1.C .1.1.c.	link the major sections of the text cohesively;
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
INDICATOR	ELA.E1.C .1.1.e.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E2.C .1.1.c.	link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
INDICATOR	ELA.E2.C .1.1.e.	provide a concluding statement or section that supports the argument presented.
STANDARD / COURSE English 2 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
STANDARD / COURSE English 2 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE English 2 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGE

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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR

ELA.E2.C
.8.1.a.

ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR

ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C.1.1.b.	develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E3.C.1.1.f.	provide a concluding statement or section that supports the argument presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge level and possible biases;
INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E4.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C .1.1.a.	introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
INDICATOR	ELA.E1.C .1.1.b.	acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;

INDICATOR	ELA.E1.C .1.1.c.	link the major sections of the text cohesively;
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
INDICATOR	ELA.E1.C .1.1.e.	provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C 4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C 4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C 4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C 4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGE

ELA.E1.C
.5.1.

Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR

ELA.E1.C
.8.1.a.

ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR

ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	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;

INDICATOR	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;

INDICATOR	ELA.E2.C.1.1.c.	link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;

INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and

INDICATOR	ELA.E2.C.1.1.e.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .1.1.b.	develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E3.C .1.1.f.	provide a concluding statement or section that supports the argument presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge level and possible biases;

INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E4.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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 audience's knowledge of the topic;

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

Lesson 30: Classical Arrangement for Argumentative Essays, p. 261-27

South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE

ELA.E1.A OR.1.1.

Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE

ELA.E1.A OR.2.2.

Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.a.	introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;

INDICATOR	ELA.E1.C .1.1.b.	acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;

INDICATOR	ELA.E1.C .1.1.c.	link the major sections of the text cohesively;

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

INDICATOR	ELA.E1.C .1.1.e.	provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E2.A OR.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;

INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	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;

INDICATOR	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;

INDICATOR	ELA.E2.C .1.1.c.	link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

INDICATOR	ELA.E2.C .1.1.e.	provide a concluding statement or section that supports the argument presented.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C.1.1.b.	develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;
INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E3.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.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;

INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	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;

INDICATOR	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 audience's knowledge level and possible biases;

INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E4.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.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;

INDICATOR	ELA.E1.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL
EXAMPLE /
STAGE

ELA.E1.R
.1.5.

Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR

ELA.E1.C
.1.1.a.

introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;

INDICATOR

ELA.E1.C
.1.1.b.

acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;

INDICATOR

ELA.E1.C
.1.1.c.

link the major sections of the text cohesively;

INDICATOR

ELA.E1.C
.1.1.d.

establish a tone and style appropriate to the purpose; and

INDICATOR

ELA.E1.C
.1.1.e.

provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR

ELA.E1.C
.2.1.b.

develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;

INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E2.C .1.1.c.	link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
INDICATOR	ELA.E2.C .1.1.e.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE		
English 2 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE		
English 3 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		
English 3 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.A OR.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;

INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .1.1.b.	develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

INDICATOR	ELA.E3.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE**

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE		
English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		
English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.A OR.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;

INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge level and possible biases;

INDICATOR	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;

INDICATOR	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;

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

INDICATOR	ELA.E4.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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 audience's knowledge of the topic;

INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2023

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E1.A OR.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;
INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 1 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.a.	introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
INDICATOR	ELA.E1.C .1.1.b.	acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
INDICATOR	ELA.E1.C .1.1.c.	link the major sections of the text cohesively;
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
INDICATOR	ELA.E1.C .1.1.e.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E2.A OR.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;
INDICATOR	ELA.E2.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E2.C.1.1.c.	link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;
INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and
INDICATOR	ELA.E2.C.1.1.e.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .1.1.b.	develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E3.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E4.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;

INDICATOR	ELA.E4.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL
EXAMPLE /
STAGEELA.E4.R
.1.5.

Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR

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;

INDICATOR

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 audience's knowledge level and possible biases;

INDICATOR

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;

INDICATOR

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;

INDICATOR

ELA.E4.C
.1.1.e.

establish and maintain a writing style appropriate to the task and audience; and

INDICATOR

ELA.E4.C
.1.1.f.

provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.2.	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E1.A OR.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;

INDICATOR	ELA.E1.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.a.	introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;

INDICATOR	ELA.E1.C .1.1.b.	acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
INDICATOR	ELA.E1.C .1.1.c.	link the major sections of the text cohesively;
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
INDICATOR	ELA.E1.C .1.1.e.	provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	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;
INDICATOR	ELA.E2.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E2.C .1.1.c.	link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;
INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
INDICATOR	ELA.E2.C .1.1.e.	provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE**

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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

INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.AOR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .1.1.b.	develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E3.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR. 7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.A OR.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;
INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge level and possible biases;
INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E4.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR 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;

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR 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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE 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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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
INDICATOR	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.

Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C .1.1.a.	introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
INDICATOR	ELA.E1.C .1.1.b.	acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
INDICATOR	ELA.E1.C .1.1.c.	link the major sections of the text cohesively;
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
INDICATOR	ELA.E1.C .1.1.e.	provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE**

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E1.C.4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

INDICATOR	ELA.E1.C.4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and

INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E1.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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE

ELA.E2.R.1.5.

Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR

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;

INDICATOR

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;

INDICATOR

ELA.E2.C.1.1.c.

link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;

INDICATOR

ELA.E2.C.1.1.d.

establish a tone and style appropriate to the purpose and audience; and

INDICATOR	ELA.E2.C .1.1.e.	provide a concluding statement or section that supports the argument presented.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	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
INDICATOR	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL
EXAMPLE /
STAGEELA.E3.R
.1.5.

Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR

ELA.E3.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;

INDICATOR

ELA.E3.C
.1.1.b.

develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;

INDICATOR

ELA.E3.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;

INDICATOR

ELA.E3.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;

INDICATOR

ELA.E3.C
.1.1.e.

establish and maintain a writing style appropriate to the task and audience; and

INDICATOR

ELA.E3.C
.1.1.f.

provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE****English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge level and possible biases;
INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E4.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.

South Carolina Standards & Learning**Language Arts****Grade 10 - Adopted: 2023****STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C.1.1.a.	introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
INDICATOR	ELA.E1.C.1.1.b.	acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
INDICATOR	ELA.E1.C.1.1.c.	link the major sections of the text cohesively;
INDICATOR	ELA.E1.C.1.1.d.	establish a tone and style appropriate to the purpose; and

INDICATOR	ELA.E1.C .1.1.e.	provide a concluding statement or section that supports the argument presented.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;

INDICATOR	ELA.E1.C.4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C.4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	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;

INDICATOR	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;

INDICATOR	ELA.E2.C .1.1.c.	link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and

INDICATOR	ELA.E2.C .1.1.e.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	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;

INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

INDICATOR	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;
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C.8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C.1.1.b.	develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E3.C.1.1.f.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge level and possible biases;
INDICATOR	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;
INDICATOR	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;

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL
EXAMPLE /
STAGEELA.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.

**STANDARD /
COURSE****English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR

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

INDICATOR

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.

South Carolina Standards & Learning**Language Arts**Grade **11** - Adopted: **2023****STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:

INDICATOR	ELA.E1.C .1.1.a.	introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;

INDICATOR	ELA.E1.C .1.1.b.	acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;

INDICATOR	ELA.E1.C .1.1.c.	link the major sections of the text cohesively;

INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and

INDICATOR	ELA.E1.C .1.1.e.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:

INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C.8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E2.C.1.1.c.	link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;
INDICATOR	ELA.E2.C.1.1.d.	establish a tone and style appropriate to the purpose and audience; and
INDICATOR	ELA.E2.C.1.1.e.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C.2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E2.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.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C .1.1.b.	develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.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;

INDICATOR	ELA.E3.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E3.C .1.1.f.	provide a concluding statement or section that supports the argument presented.
STANDARD / COURSE English 3 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	ELA.E3.C .2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE English 3 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	ELA.E3.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
STANDARD / COURSE English 3 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E3.C .4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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
INDICATOR	ELA.E3.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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 4 Standards	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:

INDICATOR	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;

INDICATOR	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 audience's knowledge level and possible biases;

INDICATOR	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;

INDICATOR	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;

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and

INDICATOR	ELA.E4.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	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.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	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
INDICATOR	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.

South Carolina Standards & Learning

Language Arts

Grade 12 - Adopted: 2023

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E1.OE.6.	Create quality work by adhering to an accepted format.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E1.C .1.1.a.	introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
INDICATOR	ELA.E1.C .1.1.b.	acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
INDICATOR	ELA.E1.C .1.1.c.	link the major sections of the text cohesively;
INDICATOR	ELA.E1.C .1.1.d.	establish a tone and style appropriate to the purpose; and
INDICATOR	ELA.E1.C .1.1.e.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C .2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
INDICATOR	ELA.E1.C .2.1.e.	use a tone and style appropriate to the task and audience; and

STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .3.1.	Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
INDICATOR	ELA.E1.C .3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	ELA.E1.C .4.1.b.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
INDICATOR	ELA.E1.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	ELA.E1.C .4.1.e.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
INDICATOR	ELA.E1.C .4.1.f.	use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**STANDARD /
COURSE****English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C .8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.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.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

**STANDARD /
COURSE****English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E2.C .1.1.c.	link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;

INDICATOR	ELA.E2.C .1.1.d.	establish a tone and style appropriate to the purpose and audience; and
INDICATOR	ELA.E2.C .1.1.e.	provide a concluding statement or section that supports the argument presented.
STANDARD / COURSE English 2 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	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;
INDICATOR	ELA.E2.C .2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
STANDARD / COURSE English 2 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:
INDICATOR	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;
STANDARD / COURSE English 2 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
INDICATOR	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;

INDICATOR	ELA.E2.C .4.1.c.	select and use verbs with appropriate mood and tone;
INDICATOR	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
INDICATOR	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.C .8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

INDICATOR	ELA.E2.C .8.1.a.	ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and

INDICATOR	ELA.E2.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.O E.5.	Cite evidence to explain and justify reasoning.

PERFORMANCE DESCRIPTOR / STANDARD	ELA.E3.OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R.1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C.1.1.b.	develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.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;
INDICATOR	ELA.E3.C.1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E3.C.1.1.f.	provide a concluding statement or section that supports the argument presented.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

INDICATOR	ELA.E3.C.2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;

INDICATOR	ELA.E3.C.2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	ELA.E3.C.3.1.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	ELA.E3.C.4.1.b.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and

INDICATOR	ELA.E3.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.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.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.
STANDARD / COURSE		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C .8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E3.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

INDICATOR	ELA.E3.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.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANCE DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

**STANDARD /
COURSE**

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R .1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	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;
INDICATOR	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 audience's knowledge level and possible biases;
INDICATOR	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;
INDICATOR	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;
INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E4.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C .2.1.	Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
INDICATOR	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 audience's knowledge of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.3.1.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:

INDICATOR	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;

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.4.	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

INDICATOR	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

GRADE LEVEL EXAMPLE / STAGE	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.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

INDICATOR	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

INDICATOR	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.