

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

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		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.3.1.	Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony).

STANDARD / COURSE **English 1 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.E1.A OR.5.1.	Analyze how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery, tension, and/or suspense.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL ELA.E1.A Summarize and/or paraphrase content from grade-level text to enhance comprehension.
 EXAMPLE / OR.6.1.
 STAGE

STANDARD / COURSE **English 1 Standards**

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

GRADE LEVEL ELA.E1. Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases,
 EXAMPLE / AOR.7.1. choosing from an array of strategies:
 STAGE

INDICATOR ELA.E1.A use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
 OR.7.1.a. to determine the meaning of words and phrases;

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

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 ELA.E1.R. Follow a standard academic style guide for citation to avoid plagiarism.
 EXAMPLE / 1.5.
 STAGE

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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
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.b.	engage the reader by establishing a situation, setting up a problem, establishing a clear point of view, and introducing a narrator and/or characters;
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

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.a.	apply knowledge of rules for capitalization;

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 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.AO R.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.3.1.	Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).
-----------------------------------	---------------------	--

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.5.1.	Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 2 Standards**

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

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.7.1.1.	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.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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
-----------	---------------------	---

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.b.	engage the reader by establishing a situation and/or setting up a problem or observation;
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

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.a.	apply knowledge of rules for capitalization;
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 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.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
--	-------------------	---

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.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.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
--	-------------------	---

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.3.1. Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, or irony) in order to understand the perspective(s).

STANDARD / COURSE**English 3 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.E3.A OR.5.1 Analyze how an author uses diction, syntax, and text structure to create effects (e.g., mystery, tension, surprise) and contribute to the overall meaning in a literary text.

STANDARD / COURSE**English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

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.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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
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.b.	engage the reader by establishing a situation, setting up a problem or observation and establishing its significance;
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

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.a.	apply knowledge of rules for capitalization and punctuation;
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 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.AO R.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL ELA.E4.A Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen
 EXAMPLE / OR.1.1. meaning or style within and across texts.
 STAGE

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL ELA.E4.A Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm,
 EXAMPLE / OR.3.1. understatement, or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on
 STAGE the content and style of the text.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL ELA.E4.A Evaluate and critique how an author uses diction, syntax, and text structure to create effects and contribute to the
 EXAMPLE / OR.5.1. overall meaning in a literary text.
 STAGE

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL ELA.E4.A Summarize and/or paraphrase content from grade-level text to enhance comprehension.
 EXAMPLE / OR.6.1.
 STAGE

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.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.d.	use precise language and vocabulary appropriate to the complexity of the topic;

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.b.	engage the reader by establishing a situation, setting up a problem or observation, and establishing its significance;
-----------	---------------------	--

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
-----------	---------------------	--

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.a.	apply knowledge of rules for capitalization and punctuation;
-----------	---------------------	--

INDICATOR	ELA.E4.C .4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
-----------	---------------------	---

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.

**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		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.2.1. Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text.

STANDARD / COURSE **English 1 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
--	--------------------	---

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.3.1. Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony).

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.5.1. Analyze how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery, tension, and/or suspense.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.1.5. 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.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.d. use precise language and vocabulary appropriate to the complexity of the topic;

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.b.	engage the reader by establishing a situation, setting up a problem, establishing a clear point of view, and introducing a narrator and/or characters;
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

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.a.	apply knowledge of rules for capitalization;
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 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.2. Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL ELA.E2.A Analyze the development of universal themes across literary texts from different time periods, places, and/or
 EXAMPLE / OR.2.1. cultures.
 STAGE

STANDARD / COURSE English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL ELA.E2.A Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives
 EXAMPLE / OR.3.1. of the characters and the reader (e.g., situational, dramatic, or verbal irony).
 STAGE

STANDARD / COURSE English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL ELA.E2.A Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate
 EXAMPLE / OR.5.1. time, create effects such as mystery, tension, or surprise.
 STAGE

STANDARD / COURSE English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL ELA.E2.A Summarize and/or paraphrase content from grade-level text to enhance comprehension.
 EXAMPLE / OR.6.1.
 STAGE

STANDARD / COURSE English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.1.1.	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.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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
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.b.	engage the reader by establishing a situation and/or setting up a problem or observation;
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

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.a.	apply knowledge of rules for capitalization;

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

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.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.AO R.2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.2.1.	Evaluate the development of universal themes across literary texts from different time periods, places, and/or cultures.
-----------------------------------	---------------------	--

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.3.1.	Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, or irony) in order to understand the perspective(s).
-----------------------------------	---------------------	--

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.5.1.	Analyze how an author uses diction, syntax, and text structure to create effects (e.g., mystery, tension, surprise) and contribute to the overall meaning in a literary text.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
STANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.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)
PERFORMANC E 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)
PERFORMANC E 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.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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
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.b.	engage the reader by establishing a situation, setting up a problem or observation and establishing its significance;
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

**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.a.	apply knowledge of rules for capitalization and punctuation;
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 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.2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A OR.2.1. Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A OR.3.1. Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, understatement, or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and style of the text.

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.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		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.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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
-----------	-----------------	---

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.b.	engage the reader by establishing a situation, setting up a problem or observation, and establishing its significance;
-----------	-----------------	--

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
-----------	---------------------	--

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.a.	apply knowledge of rules for capitalization and punctuation;
-----------	---------------------	--

INDICATOR	ELA.E4.C .4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
-----------	---------------------	---

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 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.
-----------------------------------	---------------	---

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.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.5.2.	Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.
-----------------------------	------------------	---

STANDARD / COURSE **English 1 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE English 1 Standards

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.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.a apply knowledge of rules for capitalization;

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 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.

STANDARD / COURSE **English 2 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.E2.A OR.5.2. Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------	------------------	---

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.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.a.	apply knowledge of rules for capitalization;
-----------	-----------------	--

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 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.

STANDARD / COURSE **English 3 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.E3.A OR.5.2. Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.

STANDARD / COURSE **English 3 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.6.	Summarize and paraphrase text to support comprehension and understanding.
--	-------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

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.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.a.	apply knowledge of rules for capitalization and punctuation;
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 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.

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.5.2. Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.AOR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

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.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.a.	apply knowledge of rules for capitalization and punctuation;
-----------	---------------------	--

INDICATOR	ELA.E4.C .4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
-----------	---------------------	---

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 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.4.	Collaborate with others and use active listening skills.
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.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.5.2 Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.

STANDARD / COURSE English 1 Standards

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE English 1 Standards

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		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.1.4. Logically organize findings as relevant to the purpose.

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.d.	use precise language and vocabulary appropriate to the complexity of the topic;

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.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.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.4.	Collaborate with others and use active listening skills.
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.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.5.2.	Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.
-----------------------------	------------------	--

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E2.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.1.4. Logically organize findings as relevant to the purpose and audience.

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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
-----------	-----------------	---

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.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.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.4.	Collaborate with others and use active listening skills.
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.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.5.2 Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.

STANDARD / COURSE**English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

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.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.d.	use precise language and vocabulary appropriate to the complexity of the topic;

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.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.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.4.	Collaborate with others and use active listening skills.
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.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.5.2.	Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.
-----------------------------	-----------------	---

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------	-----------------	---

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. 1.4. Synthesize and logically organize findings as relevant to the purpose and audience.

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.d. use precise language and vocabulary appropriate to the complexity of the topic;

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.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.

UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

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.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.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.AO R.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.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.5.2.	Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.1.4.	Logically organize findings as relevant to the purpose.
------------------------------------	---------------	---

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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
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.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.a.	apply knowledge of rules for capitalization;
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.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 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.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
--	-------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E2.AOR.5.2. Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.

STANDARD / COURSE English 2 Standards

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.6.	Summarize and paraphrase text to support comprehension and understanding.
--	-------------------	--

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
STANDARD / COURSE	English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.1.4.	Logically organize findings as relevant to the 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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
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.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.a.	apply knowledge of rules for capitalization;
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.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 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.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
--	-------------------	--

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.5.2.	Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		Written and Oral Communications (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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
-----------	-----------------	---

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.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.a.	apply knowledge of rules for capitalization and punctuation;
-----------	-----------------	--

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

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.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
-----------------------------------	------------	---

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.5.2.	Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.
-----------------------------	------------------	---

STANDARD / COURSE **English 4 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.6.	Summarize and paraphrase text to support comprehension and understanding.
-----------------------------------	------------	---

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------	------------------	---

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.1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.

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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
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.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.a.	apply knowledge of rules for capitalization and punctuation;
INDICATOR	ELA.E4.C.4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
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.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 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.AO R.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.3.1.	Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony).

STANDARD / COURSE**English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.5.1.	Analyze how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery, tension, and/or suspense.

STANDARD / COURSE**English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------	------------------	---

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.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.b.	engage the reader by establishing a situation, setting up a problem, establishing a clear point of view, and introducing a narrator and/or characters;
-----------	-----------------	--

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
-----------	-----------------	---

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.a.	apply knowledge of rules for capitalization;
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.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 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.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
--	-------------------	---

GRADE LEVEL EXAMPLE / STAGE
 ELA.E2.A OR.3.1. Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).

STANDARD / COURSE **English 2 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.E2.A OR.5.1.	Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.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.b.	engage the reader by establishing a situation and/or setting up a problem or observation;
-----------	---------------------	---

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
-----------	-----------------	---

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.a.	apply knowledge of rules for capitalization;
-----------	-----------------	--

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

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

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.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.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
--	-------------------	---

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.3.1. Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, or irony) in order to understand the perspective(s).

STANDARD / COURSE**English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.5.1. Analyze how an author uses diction, syntax, and text structure to create effects (e.g., mystery, tension, surprise) and contribute to the overall meaning in a literary text.

STANDARD / COURSE**English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE**English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.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.b.	engage the reader by establishing a situation, setting up a problem or observation and establishing its significance;
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

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.a.	apply knowledge of rules for capitalization and punctuation;
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.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. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing); 7.1.a.

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.AO R.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.AO R.3. Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.3.1.	Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, understatement, or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and style of the text.
-----------------------------------	---------------------	--

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.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.b.	engage the reader by establishing a situation, setting up a problem or observation, and establishing its significance;
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

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.a.	apply knowledge of rules for capitalization and punctuation;
INDICATOR	ELA.E4.C.4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
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.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); .7.1.a.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46

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		Applications of Reading (AOR)
--	--	--------------------------------------

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
--	-------------------	---

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.3.1. Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony).

STANDARD / COURSE **English 1 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.5.1 Analyze how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery, tension, and/or suspense.

STANDARD / COURSE English 1 Standards

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE English 1 Standards

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.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.b. engage the reader by establishing a situation, setting up a problem, establishing a clear point of view, and introducing a narrator and/or characters;

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

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.a.	apply knowledge of rules for capitalization;
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.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 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.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.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.3.1.	Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).
-----------------------------------	---------------------	--

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.5.1.	Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.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.b.	engage the reader by establishing a situation and/or setting up a problem or observation;
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

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.a.	apply knowledge of rules for capitalization;
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.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 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.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
--	-------------------	---

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.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.AO R.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.3.1 Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, or irony) in order to understand the perspective(s).

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

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.5.1 Analyze how an author uses diction, syntax, and text structure to create effects (e.g., mystery, tension, surprise) and contribute to the overall meaning in a literary text.

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

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

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

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		Written and Oral 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.b.	engage the reader by establishing a situation, setting up a problem or observation and establishing its significance;
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

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.a.	apply knowledge of rules for capitalization and punctuation;
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.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 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.AO R.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.3.1.	Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, understatement, or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and style of the text.
-----------------------------	------------------	--

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------	------------------	---

STANDARD / COURSE **English 4 Standards**

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

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

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54

**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		Applications of Reading (AOR)
--	--	--------------------------------------

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
--	--------------------	---

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.3.1. Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony).

STANDARD / COURSE **English 1 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.5.1. Analyze how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery, tension, and/or suspense.

STANDARD / COURSE **English 1 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE **English 1 Standards**

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

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

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A 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.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.b.	engage the reader by establishing a situation, setting up a problem, establishing a clear point of view, and introducing a narrator and/or characters;
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

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.a.	apply knowledge of rules for capitalization;
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.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 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.AO R.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.3.1.	Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).
-----------------------------------	---------------------	--

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.5.1.	Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.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.b.	engage the reader by establishing a situation and/or setting up a problem or observation;
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

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.a.	apply knowledge of rules for capitalization;
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.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 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.AO R.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE
ELA.E3.A OR.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.AO R.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL EXAMPLE / STAGE
ELA.E3.A OR.3.1.
Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, or irony) in order to understand the perspective(s).

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE
ELA.E3.A OR.5.1.
Analyze how an author uses diction, syntax, and text structure to create effects (e.g., mystery, tension, surprise) and contribute to the overall meaning in a literary text.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------	------------------	---

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.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.b.	engage the reader by establishing a situation, setting up a problem or observation and establishing its significance;
-----------	-----------------	---

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
-----------	-----------------	---

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.a.	apply knowledge of rules for capitalization and punctuation;
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.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 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.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.AOR.3.1.	Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, understatement, or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and style of the text.
-----------------------------	-----------------	--

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.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE English 4 Standards

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.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.b engage the reader by establishing a situation, setting up a problem or observation, and establishing its significance;

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

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.a.	apply knowledge of rules for capitalization and punctuation;
INDICATOR	ELA.E4.C.4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
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.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 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.4.	Collaborate with others and use active listening skills.
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.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.5.2. Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.

STANDARD / COURSE **English 1 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE **English 1 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		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.1.4. Logically organize findings as relevant to the purpose.

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.d. use precise language and vocabulary appropriate to the complexity of the topic;

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.a. apply knowledge of rules for capitalization;

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.4.	Collaborate with others and use active listening skills.
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.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.5.2.	Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.
-----------------------------	------------------	--

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------	------------------	---

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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. 1.4.	Logically organize findings as relevant to the 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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
-----------	------------------	---

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.a.	apply knowledge of rules for capitalization;
-----------	------------------	--

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.4.	Collaborate with others and use active listening skills.
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.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.5.2.	Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.
-----------------------------	-----------------	---

STANDARD / COURSE **English 3 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE English 3 Standards

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		Written and Oral Communications (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.d use precise language and vocabulary appropriate to the complexity of the topic;

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.a.	apply knowledge of rules for capitalization and punctuation;
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.4.	Collaborate with others and use active listening skills.
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.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE: ELA.E4.AOR.5.2. Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.

STANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE: ELA.E4.AOR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE

English 4 Standards

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.1.4. Synthesize and logically organize findings as relevant to the purpose and audience.

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.d. use precise language and vocabulary appropriate to the complexity of the topic;

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.a.	apply knowledge of rules for capitalization and punctuation;
INDICATOR	ELA.E4.C.4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
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.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.4.	Collaborate with others and use active listening skills.
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.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.5.2 Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		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. 1.4.	Logically organize findings as relevant to the purpose.
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.d. use precise language and vocabulary appropriate to the complexity of the topic;

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.a.	apply knowledge of rules for capitalization;
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.4.	Collaborate with others and use active listening skills.
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.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE: ELA.E2.A OR.5.2. Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE: ELA.E2.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

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.1.4. Logically organize findings as relevant to the 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.d.	use precise language and vocabulary appropriate to the complexity of the topic;

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.a.	apply knowledge of rules for capitalization;
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.4.	Collaborate with others and use active listening skills.
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.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.5.2.	Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.
-----------------------------	------------------	---

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------	------------------	---

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		Written and Oral Communications (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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
-----------	-----------------	---

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.a.	apply knowledge of rules for capitalization and punctuation;
-----------	-----------------	--

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.4.	Collaborate with others and use active listening skills.
-----------------------------------	---------------	--

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.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.5.2.	Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.
-----------------------------	------------------	---

STANDARD / COURSE

English 4 Standards

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
STANDARD / COURSE	English 4 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		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.1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.

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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
-----------	---------------------	---

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.a.	apply knowledge of rules for capitalization and punctuation;
-----------	---------------------	--

INDICATOR	ELA.E4.C .4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
-----------	---------------------	---

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.
-----------	---------------------	--

UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88

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.AO R.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.AO R.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)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.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		Research(R)
PERFORMANC E 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. 1.4.	Logically organize findings as relevant to the purpose.

STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.d.	use precise language and vocabulary appropriate to the complexity of the topic;

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.a.	apply knowledge of rules for capitalization;
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 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.AO R.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. 1.4. Logically organize findings as relevant to the 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.d. use precise language and vocabulary appropriate to the complexity of the topic;

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.a.	apply knowledge of rules for capitalization;
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 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.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.d.	use precise language and vocabulary appropriate to the complexity of the topic;

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.a.	apply knowledge of rules for capitalization and punctuation;

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 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.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. 1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
-----------------------------	-------------------	---

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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
-----------	---------------------	---

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.a.	apply knowledge of rules for capitalization and punctuation;
INDICATOR	ELA.E4.C.4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
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.
-----------------------------	---------------	--

UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98

**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.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.b.	engage the reader by establishing a situation, setting up a problem, establishing a clear point of view, and introducing a narrator and/or characters;
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

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.a.	apply knowledge of rules for capitalization;

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 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.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.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.b.	engage the reader by establishing a situation and/or setting up a problem or observation;
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

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.a.	apply knowledge of rules for capitalization;
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 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.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.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.b.	engage the reader by establishing a situation, setting up a problem or observation and establishing its significance;
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

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.a.	apply knowledge of rules for capitalization and punctuation;
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 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.AO R.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.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.b.	engage the reader by establishing a situation, setting up a problem or observation, and establishing its significance;
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

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.a.	apply knowledge of rules for capitalization and punctuation;
INDICATOR	ELA.E4.C.4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
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 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.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.5.2. Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.

STANDARD / COURSE **English 1 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE **English 1 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
-----------	-----------------	---

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.a.	apply knowledge of rules for capitalization;
-----------	-----------------	--

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 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.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.5.2.	Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.5.3.	Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each author's reasoning, rhetoric, and/or validity of claims.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.6.	Summarize and paraphrase text to support comprehension and understanding.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.

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.1.1.	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.d. use precise language and vocabulary appropriate to the complexity of the topic;

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.a. apply knowledge of rules for capitalization;

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 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.4.	Evaluate and critique how an author’s perspective and purpose shape style and meaning within and across informational texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.4.1.	Evaluate two texts on the same topic written by authors with differing perspectives, and evaluate the effectiveness of the rhetoric used by each author.
-----------------------------	------------------	--

STANDARD / COURSE**English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.5.2 Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.

STANDARD / COURSE**English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE**English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.1.1.	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.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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
-----------	-----------------	---

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.a.	apply knowledge of rules for capitalization and punctuation;
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 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.AO R.4.	Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A OR.4.1. Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the effectiveness of the rhetoric used by each author.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A OR.5.2. Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE **English 4 Standards**

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

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A 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		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.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.d.	use precise language and vocabulary appropriate to the complexity of the topic;

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.a.	apply knowledge of rules for capitalization and punctuation;
INDICATOR	ELA.E4.C .4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
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 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.AO R.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.AO R.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.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.5.2.	Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.
-----------------------------	------------------	---

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------	------------------	---

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		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. 1.2. Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.

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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
-----------	-----------------	---

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.a.	apply knowledge of rules for capitalization;
-----------	-----------------	--

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 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.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.5.2.	Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.5.3.	Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each author's reasoning, rhetoric, and/or validity of claims.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.6.	Summarize and paraphrase text to support comprehension and understanding.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE

English 2 Standards

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.1.2.	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
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.d. use precise language and vocabulary appropriate to the complexity of the topic;

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.a.	apply knowledge of rules for capitalization;
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 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.4.	Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.4.1. Evaluate two texts on the same topic written by authors with differing perspectives, and evaluate the effectiveness of the rhetoric used by each author.

STANDARD / COURSE **English 3 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.E3.A OR.5.2. Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

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. 1.2.	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.

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.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 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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
-----------	-----------------	---

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.a.	apply knowledge of rules for capitalization and punctuation;
-----------	-----------------	--

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 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.4. Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A OR.4.1. Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the effectiveness of the rhetoric used by each author.

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.5.2.	Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.
-----------------------------	------------------	---

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------	------------------	---

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		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. 1.2.	Evaluate the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
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.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.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.d.	use precise language and vocabulary appropriate to the complexity of the topic;

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.a.	apply knowledge of rules for capitalization and punctuation;
INDICATOR	ELA.E4.C .4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
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 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.AO R.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.AO R.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.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.5.2.	Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.
-----------------------------	------------------	---

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------	------------------	---

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		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.a.	generating and answering a research question(s) about a topic; and
-----------	-----------------	--

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. 1.2.	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
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.d.	use precise language and vocabulary appropriate to the complexity of the topic;

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.a.	apply knowledge of rules for capitalization;
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 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.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.5.2.	Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.5.3.	Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each author's reasoning, rhetoric, and/or validity of claims.

STANDARD / COURSE

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.6.	Summarize and paraphrase text to support comprehension and understanding.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.

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.1.2.	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
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. Logically organize findings as relevant to the purpose and audience. 1.4.
-----------------------------------	--

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.R. Follow a standard academic style guide for citation to avoid plagiarism. 1.5.
-----------------------------------	--

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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
-----------	-----------------	---

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.a.	apply knowledge of rules for capitalization;
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 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.AO R.4.	Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.4.1. Evaluate two texts on the same topic written by authors with differing perspectives, and evaluate the effectiveness of the rhetoric used by each author.

STANDARD / COURSE**English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.5.2. Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.

STANDARD / COURSE**English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE**English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.1.1.	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. 1.2.	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
-----------------------------	-------------------	---

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.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 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.d. use precise language and vocabulary appropriate to the complexity of the topic;

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.a. apply knowledge of rules for capitalization and punctuation;

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 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.AO R.4. Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A OR.4.1. Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the effectiveness of the rhetoric used by each author.

STANDARD / COURSE **English 4 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD ELA.AO R.5. Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A OR.5.2 Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.

STANDARD / COURSE English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		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. refining the scope of inquiry as relevant to the topic(s), purpose, and audience. 1.1.b.
-----------	---

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. 1.2.	Evaluate the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
-----------------------------	----------------	--

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.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.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.d.	use precise language and vocabulary appropriate to the complexity of the topic;

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.a.	apply knowledge of rules for capitalization and punctuation;
INDICATOR	ELA.E4.C.4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
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 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		Research(R)
PERFORMANC E 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)
PERFORMANC E 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)
PERFORMANC E 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.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.a.	apply knowledge of rules for capitalization;
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 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.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.a.	apply knowledge of rules for capitalization;

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 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.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.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.a. apply knowledge of rules for capitalization and punctuation;

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 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.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.a. apply knowledge of rules for capitalization and punctuation;

INDICATOR ELA.E4.C.4.1.b. apply knowledge of usage to revise sentence fragments and run-on sentences; and

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 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.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.a.	apply knowledge of rules for capitalization;
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 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.

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (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.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.a.	apply knowledge of rules for capitalization;
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 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.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.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.a.	apply knowledge of rules for capitalization and punctuation;
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 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.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.a. apply knowledge of rules for capitalization and punctuation;

INDICATOR ELA.E4.C.4.1.b. apply knowledge of usage to revise sentence fragments and run-on sentences; and

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 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.AO R.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
--	--------------------	---

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.3.1.	Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony).
-----------------------------	------------------	---

STANDARD / COURSE **English 1 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.5.1.	Analyze how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery, tension, and/or suspense.
-----------------------------	------------------	--

STANDARD / COURSE **English 1 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------	------------------	---

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.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.b.	engage the reader by establishing a situation, setting up a problem, establishing a clear point of view, and introducing a narrator and/or characters;
-----------	-----------------	--

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
-----------	-----------------	---

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.a.	apply knowledge of rules for capitalization;
-----------	-----------------	--

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 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.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E2.A OR.3.1. Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).

STANDARD / COURSE**English 2 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.E2.A OR.5.1. Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.

STANDARD / COURSE**English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E2.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

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.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.b.	engage the reader by establishing a situation and/or setting up a problem or observation;
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

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.4.1.1.	Use 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.a.	apply knowledge of rules for capitalization;
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 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.AO R.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.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.AO R.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.3.1. Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, or irony) in order to understand the perspective(s).

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.5.1. Analyze how an author uses diction, syntax, and text structure to create effects (e.g., mystery, tension, surprise) and contribute to the overall meaning in a literary text.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		Written and Oral 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.b.	engage the reader by establishing a situation, setting up a problem or observation and establishing its significance;
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

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.a.	apply knowledge of rules for capitalization and punctuation;
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 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.AO R.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A OR.3.1. Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, understatement, or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and style of the text.

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

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

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

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.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.b. engage the reader by establishing a situation, setting up a problem or observation, and establishing its significance;

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

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.a. apply knowledge of rules for capitalization and punctuation;

INDICATOR ELA.E4.C .4.1.b. apply knowledge of usage to revise sentence fragments and run-on sentences; and

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.

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

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.AO R.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.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.5.2. Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.a.	generating and answering a research question(s) about a topic; 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. 1.4.	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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
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.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.a.	apply knowledge of rules for capitalization;
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 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.5. Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E2.A OR.5.2. Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.

STANDARD / COURSE **English 2 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E2.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE English 2 Standards

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.1.1.	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

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.1.4. 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.d. use precise language and vocabulary appropriate to the complexity of the topic;

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.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.a.	apply knowledge of rules for capitalization;
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 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.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.5.2 Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.

STANDARD / COURSE**English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE**English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.1.1.	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
-----------	-----------------	---

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.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.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.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.a.	apply knowledge of rules for capitalization and punctuation;
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 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.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.
OR.5.2.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A Summarize and/or paraphrase content from grade-level text to enhance comprehension.
OR.6.1.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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
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.1.4.	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.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.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.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.a.	apply knowledge of rules for capitalization and punctuation;
INDICATOR	ELA.E4.C.4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
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.
-----------------------------	---------------	--

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194

**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.AO R.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.AO R.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.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.5.2. Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
STANDARD / COURSE	English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.10.	Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.10.1.	Explain the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.

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.a.	generating and answering a research question(s) about a topic; and
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. 1.2.	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the 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.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.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.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.a.	apply knowledge of rules for capitalization;
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 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.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.5.2.	Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.5.3.	Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each author's reasoning, rhetoric, and/or validity of claims.

STANDARD / COURSE**English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE**English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.10.	Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.

GRADE LEVEL EXAMPLE / STAGE ELA.E2.A OR.10.1. Analyze the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.

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.1.2. Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the 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.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.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.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.a. apply knowledge of rules for capitalization;

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 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.4.	Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.4.1. Evaluate two texts on the same topic written by authors with differing perspectives, and evaluate the effectiveness of the rhetoric used by each author.

STANDARD / COURSE **English 3 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.5.2 Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.

STANDARD / COURSE English 3 Standards

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE English 3 Standards

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		Applications of Reading (AOR)
--	--	--------------------------------------

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.10.	Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.
--	---------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.10.1 Evaluate the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.

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.1.2.	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the 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.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.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.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.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.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.a.	apply knowledge of rules for capitalization and punctuation;
-----------	-----------------	--

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 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.4.	Evaluate and critique how an author’s perspective and purpose shape style and meaning within and across informational texts.
-----------------------------------	------------	---

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.4.1.	Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the effectiveness of the rhetoric used by each author.
-----------------------------	------------------	--

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.5.2.	Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.
-----------------------------	------------------	---

STANDARD / COURSE**English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE**English 4 Standards**

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

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A 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		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.10.	Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A OR.10.1. Evaluate and critique the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.

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.1.2.	Evaluate the credibility and relevance of sources using only those that are credible and relevant to the topic and the 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.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.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.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.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.a.	apply knowledge of rules for capitalization and punctuation;
-----------	---------------------	--

INDICATOR	ELA.E4.C .4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
-----------	---------------------	---

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.
-----------------------------	-------------------	--

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.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.5.2. Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

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		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.a.	generating and answering a research question(s) about a topic; and
-----------	------------------	--

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. 1.2.	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the 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.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.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.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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
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.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.a.	apply knowledge of rules for capitalization;
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 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.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
--	-------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E2.AOR.5.2. Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.

GRADE LEVEL EXAMPLE / STAGE ELA.E2.AOR.5.3. Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each author's reasoning, rhetoric, and/or validity of claims.

STANDARD / COURSE **English 2 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E2.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE English 2 Standards

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.1.1.	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. 1.2.	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the 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.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.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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
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.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.a.	apply knowledge of rules for capitalization;
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 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.AO R.4.	Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.4.1. Evaluate two texts on the same topic written by authors with differing perspectives, and evaluate the effectiveness of the rhetoric used by each author.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.5.2. Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------	------------------	---

STANDARD / COURSE **English 3 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.1.1.	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.1.2.	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the 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.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.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.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.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.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.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.a.	apply knowledge of rules for capitalization and punctuation;
-----------	------------------	--

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 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.4.	Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.AOR.4.1. Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the effectiveness of the rhetoric used by each author.

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.5.2. Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.AOR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE **English 4 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		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. 1.2.	Evaluate the credibility and relevance of sources using only those that are credible and relevant to the topic and the 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.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.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.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.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.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.a.	apply knowledge of rules for capitalization and punctuation;
INDICATOR	ELA.E4.C.4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
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 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 Cite evidence to explain and justify reasoning. E.5.

PERFORMANCE DESCRIPTOR / STANDARD ELA.E1.O Create quality work by adhering to an accepted format. E.6.

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 Analyze how perspective, context, and/or key elements deepen meaning or enhance style. OR.1.1.

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 Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text. OR.2.1.

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

STANDARD / COURSE **English 1 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.E1.A Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text. OR.5.2.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		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.a. generating and answering a research question(s) about a topic; and

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. 1.2.	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the 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.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.a.	apply knowledge of rules for capitalization;
-----------	-----------------	--

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

GRADE LEVEL EXAMPLE / STAGE ELA.E2.A OR.2.1. Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures.

STANDARD / COURSE English 2 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.E2.A OR.5.2.	Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.
-----------------------------------	---------------------	--

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.1.1.	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. 1.2.	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the 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.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.a.	apply knowledge of rules for capitalization;
-----------	------------------	--

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. Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.
5.1.

STANDARD / COURSE**English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
--	--	--------------------------------------

PERFORMANCE
E DESCRIPTOR
/ STANDARD

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

PERFORMANCE
E DESCRIPTOR
/ STANDARD

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

PERFORMANCE
E DESCRIPTOR
/ STANDARD

ELA.E3.O Cite evidence to explain and justify reasoning.
E.5.

PERFORMANCE
E DESCRIPTOR
/ STANDARD

ELA.E3.O Create quality work by adhering to an accepted format.
E.6.

STANDARD / COURSE**English 3 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.E3.A Evaluate the development of universal themes across literary texts from different time periods, places, and/or cultures.
OR.2.1.

STANDARD / COURSE**English 3 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.5.2 Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.

STANDARD / COURSE **English 3 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE **English 3 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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.1.1.	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. 1.2.	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the 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.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
-----------	------------------	--

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.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.a. apply knowledge of rules for capitalization and punctuation;

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 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.AO R.2. Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A OR.2.1. Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures.

STANDARD / COURSE **English 4 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD ELA.AO R.5. Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A OR.5.2 Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.

STANDARD / COURSE English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.A OR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		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.1.2.	Evaluate the credibility and relevance of sources using only those that are credible and relevant to the topic and the 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.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
-----------	-----------------	--

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.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.a.	apply knowledge of rules for capitalization and punctuation;
INDICATOR	ELA.E4.C .4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
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.

UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236

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		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.1.2. Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of allusion.

STANDARD / COURSE **English 1 Standards**

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

STANDARD / COURSE **English 1 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.8.	Analyze word relationships and nuances in word meanings within literary and informational texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.8.1.	Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:
INDICATOR	ELA.E1.AOR.8.1.a.	interpret figures of speech (e.g., pun) in context and analyze how they function within a text;
INDICATOR	ELA.E1.AOR.8.1.c.	analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).

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.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;

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.b.	engage the reader by establishing a situation, setting up a problem, establishing a clear point of view, and introducing a narrator and/or characters;
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.a.	apply knowledge of rules for capitalization;
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.d.	use appropriate parallel structure in words, phrases, and clauses;
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 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.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.3.1.	Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).
-----------------------------------	---------------------	--

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.5.1.	Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		Applications of Reading (AOR)
---	--	-------------------------------

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.8.	Analyze word relationships and nuances in word meanings within literary and informational texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.AOR.8.1.	Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:

INDICATOR ELA.E2.A analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).
OR.8.1.c.

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. Follow a standard academic style guide for citation to avoid plagiarism.
1.5.

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;

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.b. engage the reader by establishing a situation and/or setting up a problem or observation;

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.a.	apply knowledge of rules for capitalization;
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 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.AO R.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.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.AO R.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.3.1.	Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, or irony) in order to understand the perspective(s).

STANDARD / COURSE**English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.5.1.	Analyze how an author uses diction, syntax, and text structure to create effects (e.g., mystery, tension, surprise) and contribute to the overall meaning in a literary text.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.8.	Analyze word relationships and nuances in word meanings within literary and informational texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3. AOR.8.1.	Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:
-----------------------------------	---------------------	--

INDICATOR	ELA.E3.A OR.8.1.c.	analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).
-----------	-----------------------	---

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. Follow a standard academic style guide for citation to avoid plagiarism. 1.5.

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.b. engage the reader by establishing a situation, setting up a problem or observation and establishing its significance;

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.a.	apply knowledge of rules for capitalization and punctuation;
-----------	-----------------	--

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 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.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E4.AOR.3.1. Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, understatement, or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and style of the text.

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.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.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		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.8.	Analyze word relationships and nuances in word meanings within literary and informational texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4. AOR.8.1.	Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:
INDICATOR	ELA.E4.A OR.8.1.a.	interpret figures of speech (e.g., irony) in context and analyze how they function within a text;
INDICATOR	ELA.E4.A OR.8.1.c.	analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).

STANDARD / COURSE English 4 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC E 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.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.b.	engage the reader by establishing a situation, setting up a problem or observation, and establishing its significance;
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.a.	apply knowledge of rules for capitalization and punctuation;
INDICATOR	ELA.E4.C.4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
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.
-----------------------------	---------------	--

**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.AO R.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
--	--------------------	---

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.1.2. Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of allusion.

STANDARD / COURSE **English 1 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
--	--------------------	---

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.3.1. Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony).

STANDARD / COURSE **English 1 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.5.1. Analyze how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery, tension, and/or suspense.

STANDARD / COURSE **English 1 Standards**

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

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
--	--------------------	--

GRADE LEVEL EXAMPLE / STAGE ELA.E1.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

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		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AOR.8.	Analyze word relationships and nuances in word meanings within literary and informational texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.AOR.8.1.	Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:
INDICATOR	ELA.E1.AOR.8.1.a.	interpret figures of speech (e.g., pun) in context and analyze how they function within a text;
INDICATOR	ELA.E1.AOR.8.1.c.	analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).

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.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;

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.b.	engage the reader by establishing a situation, setting up a problem, establishing a clear point of view, and introducing a narrator and/or characters;
-----------	-----------------	--

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.a.	apply knowledge of rules for capitalization;
-----------	-----------------	--

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.d.	use appropriate parallel structure in words, phrases, and clauses;
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 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.AO R.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E2.A OR.3.1. Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).

STANDARD / COURSE**English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE ELA.E2.A OR.5.1. Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.

STANDARD / COURSE**English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE ELA.E2.A OR.6.1. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD / COURSE**English 2 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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:

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral 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.b.	engage the reader by establishing a situation and/or setting up a problem or observation;
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.a.	apply knowledge of rules for capitalization;
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 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.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL EXAMPLE / STAGE ELA.E3.A OR.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.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.3.1.	Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, or irony) in order to understand the perspective(s).
-----------------------------------	---------------------	--

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.5.1.	Analyze how an author uses diction, syntax, and text structure to create effects (e.g., mystery, tension, surprise) and contribute to the overall meaning in a literary text.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 3 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		Applications of Reading (AOR)
---	--	-------------------------------

PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.8.	Analyze word relationships and nuances in word meanings within literary and informational texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.AOR.8.1.	Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:

INDICATOR ELA.E3.A analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).
OR.8.1.c.

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. Follow a standard academic style guide for citation to avoid plagiarism.
1.5.

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.b.	engage the reader by establishing a situation, setting up a problem or observation and establishing its significance;
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.a.	apply knowledge of rules for capitalization and punctuation;
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 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.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

GRADE LEVEL EXAMPLE / STAGE: ELA.E4.AOR.3.1. Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, understatement, or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and style of the text.

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.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
-----------------------------------	---------------------	---

STANDARD / COURSE **English 4 Standards**

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.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		Applications of Reading (AOR)
PERFORMANCE DESCRIPTOR / STANDARD	ELA.AO R.8.	Analyze word relationships and nuances in word meanings within literary and informational texts.

GRADE LEVEL EXAMPLE / STAGE	ELA.E4. AOR.8.1.	Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:
-----------------------------------	---------------------	--

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

INDICATOR	ELA.E4.A OR.8.1.c.	analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).
-----------	-----------------------	---

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.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.b. engage the reader by establishing a situation, setting up a problem or observation, and establishing its significance;

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.a.	apply knowledge of rules for capitalization and punctuation;
-----------	---------------------	--

INDICATOR	ELA.E4.C .4.1.b.	apply knowledge of usage to revise sentence fragments and run-on sentences; and
-----------	---------------------	---

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.
-----------------------------	-------------------	--