## Main Criteria: Structure and Style for Students Secondary Criteria: South Carolina Standards & Learning Subject: Language Arts

Grade: 9

# Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

# South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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).
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
GRADE LEVEL	ELA.E1.A	Analyze how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and

COURSE		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / 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 / ST AGE	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)
AND SKILLS / ESSENTIAL	ELA.R.1.	Research(R) Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /		Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	ELA.E1.R.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD / STAGE STANDARD /	ELA.E1.R.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. Follow a standard academic style guide for citation to avoid plagiarism.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD / STADE LEVEL EXAMPLE / STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E1.R.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD /

English 1 Standards

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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)
PERFORMANC E 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;

PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
ST ANDARD / COURSE		English 2 Standards
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E2.O E.6.	Create quality work by adhering to an accepted format.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
STANDARD / COURSE		English 2 Standards
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.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
ST ANDARD / COURSE		English 1 Standards
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.
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.c.	select and use verbs with appropriate mood and tone;
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;

 GRADE LEVEL
 ELA.E2.A
 Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style

 EXAMPLE /
 OR.1.1.
 within and across texts.

 STAGE
 Vertical addression

ST ANDARD / English 2 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
		Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives

GRADE LEVELELA.E2.AAnalyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectivesEXAMPLE /OR.3.1.of the characters and the reader (e.g., situational, dramatic, or verbal irony).STAGE

#### ST ANDARD / English 2 Standards COURSE

KNOWLEDGE<br/>AND SKILLS /<br/>ESSENTIAL<br/>QUESTIONApplications of Reading (AOR)PERFORMANC<br/>E<br/>DESCRIPTOR /<br/>STANDARDELA.AO<br/>R.5.Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVELELA.E2.AAnalyze how an author's choices concerning how to structure a literary text, order events within it, and manipulateEXAMPLE /OR.5.1.time, create effects such as mystery, tension, or surprise.STAGE

#### ST ANDARD / English 2 Standards COURSE

KNOWLEDGE<br/>AND SKILLS /<br/>ESSENTIAL<br/>QUESTIONApplications of Reading (AOR)PERFORMANC<br/>E DESCRIPTOR /<br/>STANDARDELA.AO<br/>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
 OR.6.1.

### STANDARD / English 2 Standards COURSE

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.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)
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.E2.R. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANC E 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
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)

PERFORMANC E DESCRIPT OR / ST ANDARD	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)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
AND SKILLS / ESSENTIAL	ELA.AO R.1.	Applications of Reading (AOR) Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /		
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD	R.1. ELA.E3.A	<b>Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.</b> Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD / STANDARD /	R.1. ELA.E3.A	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD / STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	R.1. ELA.E3.A	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts. English 3 Standards

ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / 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	ELA.E3.R.	Follow a standard academic style guide for citation to avoid plagiarism.
EXAMPLE /	1.5.	
STAGE		

STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
		English 3 Standards Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.C.3.	-
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /	ELA.C.3. ELA.E3. C.3.1.	Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE /	ELA.E3. C.3.1.	Written and Oral Communications (C) Write narratives to develop real or imagined experiences using effective techniques. Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE	ELA.E3. C.3.1. ELA.E3.C. 3.1.b.	Written and Oral Communications (C) Write narratives to develop real or imagined experiences using effective techniques. Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE INDICATOR	ELA.E3. C.3.1. ELA.E3.C. 3.1.b. ELA.E3.C. 3.1.c.	Written and Oral Communications (C)         Write narratives to develop real or imagined experiences using effective techniques.         Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:         engage the reader by establishing a situation, setting up a problem or observation and establishing its significance;

ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE	I	English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.

ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST AND ARD	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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E	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

DESCRIPTOR / STANDARD

### STANDARD / COURSE

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
ST ANDARD / 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.
EXAMPLE /		Follow a standard academic style guide for citation to avoid plagiarism. English 4 Standards
EXAMPLE / STAGE ST ANDARD /		
EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL		English 4 Standards
EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /	1.5.	English 4 Standards Written and Oral Communications (C)
EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE /	1.5. ELA.C.2. ELA.E4.	English 4 Standards Written and Oral Communications (C) Write informative/expository texts to analyze and explain complex ideas and information. Write informative/expository texts to convey complex ideas and concepts while analyzing complex
EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC EDESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE	1.5. ELA.C.2. ELA.E4. C.2.1.	English 4 Standards Written and Oral Communications (C) Write informative/expository texts to analyze and explain complex ideas and information. Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing: introduce a topic and organize complex concepts and information so that each new element builds on what

INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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:
EXAMPLE /		write compositions with varied sentence structures. When writing:
EXAMPLE / STAGE	<b>C.4.1.</b> ELA.E4.C .4.1.a.	write compositions with varied sentence structures. When writing:
EXAMPLE / ST AGE	<b>C.4.1.</b> ELA.E4.C .4.1.a. ELA.E4.C	write compositions with varied sentence structures. When writing:

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
		RESPONSE TO LITERATURE Week 23 Page 249-262
		South Carolina Standards & Learning Language Arts Grade 9 - Adopted: 2023
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.2.1.	Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANC E 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).
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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)
PERFORMANC E 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.
ST ANDARD / 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

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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.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. provide a concluding statement or section that supports the information presented. 2.1.f.

ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / ST ANDARD	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
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
AND SKILLS / ESSENTIAL	ELA.C.4	Written and Oral Communications (C) Demonstrate command of standard English grammar and conventions when writing.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /	ELA.C.4 ELA.E1. C.4.1.	
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	ELA.E1. C.4.1.	Demonstrate command of standard English grammar and conventions when writing. Use the rules of and make intentional decisions about standard English grammar and conventions to
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE	ELA.E1. C.4.1. ELA.E1.C. 4.1.a.	Demonstrate command of standard English grammar and conventions when writing. Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE	ELA.E1. C.4.1. ELA.E1.C. 4.1.a. ELA.E1.C. 4.1.b.	Demonstrate command of standard English grammar and conventions when writing.         Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:         apply knowledge of rules for capitalization;         use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE INDICATOR	ELA.E1. C.4.1. ELA.E1.C. 4.1.a. ELA.E1.C. 4.1.b. ELA.E1.C. 4.1.c.	Demonstrate command of standard English grammar and conventions when writing.         Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:         apply knowledge of rules for capitalization;         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;
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE INDICATOR INDICATOR	ELA.E1. C.4.1. ELA.E1.C. 4.1.a. ELA.E1.C. 4.1.b. ELA.E1.C. 4.1.c. ELA.E1.C. 4.1.e.	Demonstrate command of standard English grammar and conventions when writing.         Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:         apply knowledge of rules for capitalization;         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;         select and use verbs with appropriate mood and tone;         apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense,

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE	I	English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.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

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 cultures.

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 Cultures.

#### ST ANDARD / English 2 Standards COURSE

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

#### ST ANDARD / English 2 Standards COURSE

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

GRADE LEVELELA.E2.AAnalyze how an author's choices concerning how to structure a literary text, order events within it, and manipulateEXAMPLE /OR.5.1.time, create effects such as mystery, tension, or surprise.STAGE

#### ST ANDARD / English 2 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.

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 OR.6.1.

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 OR.6.1.

### ST ANDARD / English 2 Standards COURSE

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

GRADE LEVEL EXAMPLE / STAGE		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
ST ANDARD / COURSE		English 2 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.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.
ST ANDARD / COURSE		English 2 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.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)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE	l	English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR /	ELA.AO R.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVELELA.E3.AEvaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning orEXAMPLE /OR.1.1.style within and across texts.STAGE

ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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)
PERFORMANC E 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)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

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

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 OR.6.1.

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 OR.6.1.

#### STANDARD / English 3 Standards COURSE

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		
INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
ST ANDARD / 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 ELA.E3. Conduct short and more sustained research to answer questions or solve a problem(s) by: EXAMPLE / R.1.1.

STAGE		
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.

#### ST ANDARD / English 3 Standards COURSE

KNOWLEDGE<br/>AND SKILLS /<br/>ESSENTIAL<br/>QUESTIONResearch(R)PERFORMANC<br/>E<br/>DESCRIPTOR /<br/>STANDARDELA.R.1.<br/>Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and<br/>refine knowledge.

 GRADE LEVEL
 ELA.E3.R. Follow a standard academic style guide for citation to avoid plagiarism.

 EXAMPLE /
 1.5.

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STANDARD /	
COURSE	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.
E DESCRIPTOR /	ELA.C.3. ELA.E3. C.3.1.	Write narratives to develop real or imagined experiences using effective techniques.         Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	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
E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE	<b>ELA.E3.</b> <b>C.3.1.</b> ELA.E3.C. 3.1.b.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE INDICATOR	ELA.E3. C.3.1. ELA.E3.C. 3.1.b. ELA.E3.C. 3.1.c.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing: engage the reader by establishing a situation, setting up a problem or observation and establishing its significance;
E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE INDICATOR	ELA.E3. C.3.1. ELA.E3.C. 3.1.b. ELA.E3.C. 3.1.c. ELA.E3.C. 3.1.d.	Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:         engage the reader by establishing a situation, setting up a problem or observation and establishing its significance;         develop a clear progression of experiences or events;         use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE	I	English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL		Applications of Reading (AOR)

AND SKILLS / ESSENTIAL QUESTION		
PERFORMANC E 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.

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

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

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#### ST ANDARD / English 4 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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	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;

ST ANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.R.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.
ST ANDARD / 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)
PERFORMANC E 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)
PERFORMANC E 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
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
		Timed Essay Week 24 Page 263-263
South Carolina Standards & Learning Language Arts Grade 9 - Adopted: 2023		
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.

/ STANDARD

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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		Applications of Reading (AOR)

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PERFORMANC E 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.
ST ANDARD / 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		Written and Oral Communications (C)
AND SKILLS / ESSENTIAL	ELA.C.4	Written and Oral Communications (C) Demonstrate command of standard English grammar and conventions when writing.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /	ELA.C.4 ELA.E1. C.4.1.	
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	ELA.E1. C.4.1.	Demonstrate command of standard English grammar and conventions when writing. Use the rules of and make intentional decisions about standard English grammar and conventions to
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE	ELA.E1. C.4.1. ELA.E1.C. 4.1.a.	Demonstrate command of standard English grammar and conventions when writing. Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE	ELA.E1. C.4.1. ELA.E1.C. 4.1.a. ELA.E1.C. 4.1.b.	Demonstrate command of standard English grammar and conventions when writing.         Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:         apply knowledge of rules for capitalization;         use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE INDICATOR	ELA.E1. C.4.1. ELA.E1.C. 4.1.a. ELA.E1.C. 4.1.b. ELA.E1.C. 4.1.e.	Demonstrate command of standard English grammar and conventions when writing.         Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:         apply knowledge of rules for capitalization;         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;         apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense,

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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	I	English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.

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 OR.6.1.

STANDARD / COURSE		English 2 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.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)
PERFORMANC E 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)

PERFORMANC E DESCRIPTOR / ST ANDARD	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.
ST ANDARD / COURSE	I	English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E3.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.E3.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.

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
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C. 5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.

STANDARD / COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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 / ESSENT IAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.AO R.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL	ELA.E4.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

STAGE

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

STANDARD / English 4 Standards COURSE

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

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STAGE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE /	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 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

South Carolina Standards & Learning Language Arts Grade 9 - Adopted: 2023

STANDARD / COURSE	English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	Overarching Expectations (OE)

PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Collaborate with others and use active listening skills.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / 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
ST ANDARD / 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	

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

PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.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.
ST ANDARD / COURSE	I	English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Collaborate with others and use active listening skills.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards

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

## ST ANDARD / English 2 Standards COURSE

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.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;
		use background or prior knowledge to determine or clarify the meanings of words; and

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

## ST ANDARD / English 2 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	Research(R)
PERFORMANC E DESCRIPTOR / STANDARD	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL	ELA.E2.R.	Logically organize findings as relevant to the purpose and audience.
EXAMPLE /	1.4.	
STAGE		

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD		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. develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other 2.1.b. information appropriate for the audience;
INDICATOR	ELA.E2.C. use precise language and vocabulary appropriate to the complexity of the topic; 2.1.d.

STANDARD / COURSE English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADELEVEL		Improve writing by planning editing and considering feedback from adults and neers and revising to enhance clarity

GRADE LEVEL	ELA.E2.C.	improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity
EXAMPLE /	5.1.	and style appropriate to audience, purpose, and task.
STAGE		

STANDARD / English 2 Standards COURSE

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

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

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.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.

E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E	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. English 3 Standards Applications of Reading (AOR) Summarize and paraphrase text to support comprehension and understanding.
DESCRIPT OR / ST ANDARDGRADE LEVEL EXAMPLE / STAGESTAGEST ANDARD / COURSEKNOWLEDGE AND SKILLS / ESSENTIAL		more effective. English 3 Standards
GRADE LEVEL EXAMPLE / STAGE ST ANDARD /		more effective.
GRADE LEVEL EXAMPLE /		
DESCRIPTOR /		
PERFORMANC E	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
ST ANDARD / COURSE		English 3 Standards
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Collaborate with others and use active listening skills.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
KNOWLEDGE		

STANDARD /

English 3 Standards

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

 EXAMPLE /
 OR.6.1.

 STAGE

ST ANDARD / 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
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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 /		English 3 Standards
COURSE		
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.C.5.	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /		

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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);
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.4.	Collaborate with others and use active listening skills.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.

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

STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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)
PERFORMANC E 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)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVELELA.E4.Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases,<br/>choosing from an array of strategies:STAGESTAGE

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

 
 ST ANDARD / COURSE
 English 4 Standards

 KNOWLEDGE AND SKILLS /
 Research(R)

ESSENTIAL QUESTION

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. 1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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;
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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);

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4. C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E4.C .8.1.a.	engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and
INDICATOR	ELA.E4.C .8.1.b.	consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.
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		South Carolina Standards & Learning Language Arts Grade 9 - Adopted: 2023
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.AO R.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

GRADE LEVEL	ELA.E1.A	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
EXAMPLE /	OR.1.1.	
STAGE		

### ST ANDARD / English 1 Standards COURSE

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

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

### ST ANDARD / English 1 Standards COURSE

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

GRADE LEVELELA.E1.AAnalyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informationalEXAMPLE /OR.5.2.text.STAGE

#### ST ANDARD / English 1 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	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

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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
ST ANDARD / 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.
ST ANDARD / 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
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANC	FLAC 7	Organize and communicate ideas through a range of formats to engage a variety of audiences.
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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);
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / ST ANDARD	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)
PERFORMANC E 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.

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 OR.6.1.

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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.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
ST ANDARD / COURSE		English 2 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.E2.R. 1.4.	Logically organize findings as relevant to the purpose and audience.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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

ESSENTIAL QUESTION

DESCRIPTOR / STANDARD		
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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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 /		Written and Oral Communications (C)

PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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);
ST ANDARD / COURSE	l	English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E3.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

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

ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / 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
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR /	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

INDICATORELA.E3.C.develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information2.1.b.and examples appropriate to the audience's knowledge of the topic;

Write informative/expository texts to convey complex ideas and concepts while analyzing complex

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texts. When writing:

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

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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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);
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.

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

ST ANDARD / English 4 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	Research(R)
PERFORMANC E DESCRIPTOR / STANDARD	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVELELA.E4.R. Synthesize and logically organize findings as relevant to the purpose and audience.EXAMPLE /1.4.STAGE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.

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KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / ST ANDARD	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);

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ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / ST ANDARD	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).
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.

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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 / ST AGE	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
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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);

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.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)
PERFORMANC E 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 /		English 2 Standards

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

GRADE LEVELELA.E2.AAnalyze how an author's choices concerning how to structure a literary text, order events within it, and manipulateEXAMPLE /OR.5.1.time, create effects such as mystery, tension, or surprise.STAGE

ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E	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.

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### STANDARD / English 2 Standards COURSE

DESCRIPTOR / STANDARD

KNOWLEDGE Applications of Reading (AOR) AND SKILLS / ESSENTIAL QUESTION PERFORMANC ELA.AO Determine or clarify the meaning of unknown and multiple-meaning words and phrases. E R.7. **DESCRIPTOR /** STANDARD GRADE LEVEL ELA.E2. 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.E2.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.E2.A use background or prior knowledge to determine or clarify the meanings of words; and OR.7.1.b.

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.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)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)

PERFORMANC E 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);
ST ANDARD / COURSE	l	English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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)
PERFORMANC E 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).

## English 3 Standards

<b>STANDARD</b>	I
COURSE	

KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

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

### ST ANDARD / English 3 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
GRADE LEVEL EXAMPLE /	ELA.E3.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STAGE

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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		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVEL	ELA.E3.	Write and intentionally use narratives within other modes of writing, using effective techniques,
EXAMPLE / STAGE	C.3.1.	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)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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);
ST ANDARD / COURSE	l	English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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 /	English 4 Standards
COURSE	

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

# ST ANDARD / English 4 Standards COURSE

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

## ST ANDARD / English 4 Standards COURSE

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

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

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD		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);

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South Carolina Standards & Learning Language Arts

Grade 9 - Adopted: 2023

ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / ST ANDARD	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 /	ELA.E1.A	Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the
STAGE	OR.3.1.	characters and the reader (e.g., situational or dramatic irony).
STAGE STANDARD / COURSE	OR.3.1.	characters and the reader (e.g., situational or dramatic irony). English 1 Standards

	PERFORMANC E 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.
	ST ANDARD / COURSE		English 1 Standards
AN	KNOWLEDGE AND SKILLS / ESSENTIAL		Applications of Reading (AOR)

QUESTION		
PERFORMANC E DESCRIPT OR / ST ANDARD	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		

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

-		
PERFORMANC E 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
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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);
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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 LEVELELA.E2.AAnalyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectivesEXAMPLE /OR.3.1.of the characters and the reader (e.g., situational, dramatic, or verbal irony).STAGE

STANDARD /	English 2 Standards
COURSE	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL		Applications of Reading (AOR)

QUESTION		
PERFORMANC E DESCRIPT OR / ST ANDARD	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

## ST ANDARD / English 2 Standards COURSE

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.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
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANC E DESCRIPT OR / ST ANDARD	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
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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);
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.

STAGE

# STANDARD / COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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 LEVELELA.E3.AAnalyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, orEXAMPLE /OR.3.1.irony) in order to understand the perspective(s).STAGE

## ST ANDARD / English 3 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
GRADE LEVEL EXAMPLE /	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.

EXAMPLE / OR.5.1. contribute to the overall meaning in a literary text. STAGE

#### ST ANDARD / COURSE

English 3 Standards

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

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

 EXAMPLE /
 OR.6.1.

 STAGE

## ST ANDARD / English 3 Standards COURSE

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

ST ANDARD / English 3 Standards COURSE

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

ST ANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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);
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

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

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

# STANDARD / English 4 Standards COURSE

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

GRADE LEVELELA.E4.AEvaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepenEXAMPLE /OR.1.1.meaning or style within and across texts.STAGE

STANDARD /	English 4	Standards
COURSE		

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR /	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVELELA.E4.AEvaluate and critique how an author uses diction, syntax, and text structure to create effects and contribute to theEXAMPLE /OR.5.1.overall meaning in a literary text.STAGE

#### ST ANDARD / English 4 Standards COURSE

STANDARD

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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 / English 4 Standards COURSE

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		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
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)
PERFORMANC E 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.

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR		Create quality work by adhering to an accepted format.

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION

/ STANDARD

STANDARD /

COURSE

Applications of Reading (AOR)

PERFORMANC E 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).
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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)
PERFORMANC E 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		Applications of Reading (AOR)

KNOWLEDG AND SKILLS ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMA E DESCRIPT C ST AND ARD	R.7. 0R /	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEV EXAMPLE / STAGE		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

ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / ST ANDARD	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
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
AND SKILLS / ESSENTIAL	ELA.C.4	Written and Oral Communications (C) Demonstrate command of standard English grammar and conventions when writing.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /	ELA.C.4 ELA.E1. C.4.1.	
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	ELA.E1. C.4.1.	Demonstrate command of standard English grammar and conventions when writing. Use the rules of and make intentional decisions about standard English grammar and conventions to
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE	ELA.E1. C.4.1. ELA.E1.C. 4.1.a.	Demonstrate command of standard English grammar and conventions when writing. Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE	ELA.E1. C.4.1. ELA.E1.C. 4.1.a. ELA.E1.C. 4.1.b.	Demonstrate command of standard English grammar and conventions when writing.         Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:         apply knowledge of rules for capitalization;         use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE INDICATOR	ELA.E1. C.4.1. ELA.E1.C. 4.1.a. ELA.E1.C. 4.1.b. ELA.E1.C. 4.1.c.	Demonstrate command of standard English grammar and conventions when writing.         Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:         apply knowledge of rules for capitalization;         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;
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE INDICATOR INDICATOR	ELA.E1. C.4.1. ELA.E1.C. 4.1.a. ELA.E1.C. 4.1.b. ELA.E1.C. 4.1.c. ELA.E1.C. 4.1.e.	Demonstrate command of standard English grammar and conventions when writing.         Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:         apply knowledge of rules for capitalization;         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;         select and use verbs with appropriate mood and tone;         apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense,

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)
PERFORMANC	ELA.C.7.	Organize and communicate ideas through a range of formats to engage a variety of audiences.

 GRADE LEVEL<br/>EXAMPLE /<br/>STAGE
 ELA.E1.<br/>C.7.1.
 Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions,<br/>facts, details, and examples for a variety of tasks, purposes, and audiences. When presenting:

 INDICATOR
 ELA.E1.C.
 demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume,

7.1.a. clear pronunciation, pacing);

# STANDARD / English 2 Standards COURSE

DESCRIPTOR / STANDARD

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	Cite evidence to explain and justify reasoning.

PERFORMANC ELA.E2.0 Create quality work by adhering to an accepted format. E DESCRIPTOR E.6. / STANDARD

## STANDARD / English 2 Standards COURSE

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

 GRADE LEVEL
 ELA.E2.A
 Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style

 EXAMPLE /
 OR.1.1.
 within and across texts.

 STAGE
 Vertical addression

ST ANDARD / English 2 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
		Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives

GRADE LEVELELA.E2.AAnalyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectivesEXAMPLE /OR.3.1.of the characters and the reader (e.g., situational, dramatic, or verbal irony).STAGE

#### ST ANDARD / English 2 Standards COURSE

KNOWLEDGE<br/>AND SKILLS /<br/>ESSENTIAL<br/>QUESTIONApplications of Reading (AOR)PERFORMANC<br/>E<br/>DESCRIPTOR /<br/>STANDARDELA.AO<br/>R.5.Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVELELA.E2.AAnalyze how an author's choices concerning how to structure a literary text, order events within it, and manipulateEXAMPLE /OR.5.1.time, create effects such as mystery, tension, or surprise.STAGE

#### ST ANDARD / English 2 Standards COURSE

KNOWLEDGE<br/>AND SKILLS /<br/>ESSENTIAL<br/>QUESTIONApplications of Reading (AOR)PERFORMANC<br/>E DESCRIPTOR /<br/>STANDARDELA.AO<br/>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
 OR.6.1.

# STANDARD / English 2 Standards COURSE

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.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
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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);
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.

PERFORMANC ELA.E3.0 Create quality work by adhering to an accepted format. E DESCRIPTOR E.6. / STANDARD

STANDARD

STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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)
PERFORMANC E 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)
PERFORMANC E 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)
PERFORMANC E DESCRIPTOR /	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

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

 EXAMPLE /
 OR.6.1.

 STAGE

# ST ANDARD / English 3 Standards COURSE

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
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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);
ST ANDARD / COURSE	I	English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR		Read and write for a variety of purposes, including academic and personal, for extended periods of time.

/ STANDARD

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / ST ANDARD	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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / ST ANDARD	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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANC		Summarize and paraphrase text to support comprehension and understanding
E 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.
ST ANDARD / 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		use context (e.g., the overall meaning of 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
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)

PERFORMANC E 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)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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 demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing); .7.1.a.

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South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE	English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	Overarching Expectations (OE)

PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Collaborate with others and use active listening skills.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANC E 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)
PERFORMANC E 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)
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
ST ANDARD / 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

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
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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;
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1. C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
INDICATOR	ELA.E1.C. 8.1.a.	ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
INDICATOR	ELA.E1.C. 8.1.b.	consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.
STANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

/ STANDARD

PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Collaborate with others and use active listening skills.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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)
PERFORMANC E DESCRIPTOR / ST ANDARD	ELA.AO R.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

GRADE LEVEL<br/>EXAMPLE /<br/>STAGEELA.E2.<br/>Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases,<br/>choosing from an array of strategies:

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

## ST ANDARD / English 2 Standards COURSE

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 LEVELELA.E2.R.Logically organize findings as relevant to the purpose and audience.EXAMPLE /1.4.STAGE

# STANDARD / English 2 Standards COURSE

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.E2. C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C.	establish a tone and style appropriate to the purpose and audience; and

1.1.d.

COURSE

STANDARD / English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE /	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:
STAGE		
ST AGE	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.d.	use precise language and vocabulary appropriate to the complexity of the topic;
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.C.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)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Collaborate with others and use active listening skills.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANC E DESCRIPTOR / ST ANDARD	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
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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;
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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 /	English 3 Standards
COURSE	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.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.
ST ANDARD / COURSE	l	English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.4.	Collaborate with others and use active listening skills.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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)
PERFORMANC E 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)

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
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.R.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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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;
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

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

GRADE LEVEL	ELA.E4.C	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity
EXAMPLE /	.5.1.	and style appropriate to audience, purpose, and task.
STAGE		

## ST ANDARD / English 4 Standards COURSE

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

## UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78

South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2023

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Collaborate with others and use active listening skills.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE		Applications of Reading (AOR)
AND SKILLS / ESSENTIAL QUESTION		
ESSENTIAL	ELA.AO R.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /		
ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	R.1. ELA.E1.A	
ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD / GRADE LEVEL EXAMPLE / STAGE	R.1. ELA.E1.A	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD / GRADE LEVEL EXAMPLE / STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	R.1. ELA.E1.A	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /	ELA.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style. English 1 Standards Applications of Reading (AOR) Evaluate and critique the development of themes and central ideas within and across texts.

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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)
PERFORMANC E 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)
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 LEVELELA.E1.R.Logically organize findings as relevant to the purpose.EXAMPLE /1.4.STAGE

#### ST ANDARD / English 1 Standards COURSE

1.1.d.

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.	establish a tone and style appropriate to the purpose; and

ST ANDARD / COURSE

STAGE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

E DESCRIPTOR / STANDARD	Revise writing to improve clarity and ennance style appropriate to audience, purpose, and task.
	Improve writing by planning, editing, and considering feedback from adults and nears and revising to improve clarity

GRADE LEVELELA.E1.C.Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarityEXAMPLE /5.1.and cohesiveness.STAGESTAGESTAGE

ST ANDARD / English 1 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.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	I	English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Collaborate with others and use active listening skills.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST AND ARD	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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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)

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.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
ST ANDARD / COURSE		English 2 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.E2.R. 1.4.	Logically organize findings as relevant to the purpose and audience.
ST ANDARD / COURSE		English 2 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.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
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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;
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / ST ANDARD	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.
ST ANDARD / COURSE		English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Collaborate with others and use active listening skills.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

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

ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / 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
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL		Written and Oral Communications (C)

ESSENTIAL		
PERFORMANC E 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;
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.4	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / ST AGE	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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE		Written and Oral Communications (C)
AND SKILLS / ESSENTIAL QUESTION		
ESSENTIAL	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /		
ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	ELA.E3.C.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task. Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity
ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD / GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task. Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.
ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD / GRADE LEVEL EXAMPLE / STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E3.C.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.         Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.         English 3 Standards         Written and Oral Communications (C)
ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /	ELA.E3.C. 5.1.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.         Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.         English 3 Standards         Written and Oral Communications (C)         Through collaboration, react and respond to information while building upon the ideas of others 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.4.	Collaborate with others and use active listening skills.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST AND ARD	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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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

#### ST ANDARD / English 4 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST AND ARD	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
ST ANDARD / 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. 1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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	develop the topic thoroughly by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other

.2.1.b. 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;
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.4	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / ST AGE	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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
AND SKILLS / ESSENTIAL	ELA.C.5.	Written and Oral Communications (C) Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /	ELA.E4.C .5.1.	
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	ELA.E4.C	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task. Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD / STANDARD /	ELA.E4.C	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task. Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E4.C	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.         Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.         English 4 Standards         Written and Oral Communications (C)
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /	ELA.E4.C .5.1.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.         Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.         English 4 Standards         Written and Oral Communications (C)         Through collaboration, react and respond to information while building upon the ideas of others and

ELA.E4.Cconsider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or.8.1.b.justify views based on evidence.

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		South Carolina Standards & Learning Language Arts Grade 9 - Adopted: 2023
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.2.	Evaluate and critique the development of themes and central ideas within and across texts.

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

## ST ANDARD / English 1 Standards COURSE

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		use context (e.g., the overall meaning of 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

PERFORMANC ELA.C.2. Write informative/expository texts to analyze and explain complex ideas and information. E DESCRIPTOR / **STANDARD** GRADE LEVEL ELA.E1. Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: EXAMPLE / C.2.1. STAGE INDICATOR ELA.E1.C. introduce a topic and organize complex ideas and concepts to make important connections and distinctions; 2.1.a. INDICATOR ELA.E1.C. develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information 2.1.b. appropriate for the audience; INDICATOR ELA.E1.C. use precise language and vocabulary appropriate to the complexity of the topic;

2.1.d.

STANDARD /

COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANC E	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
E DESCRIPTOR / STANDARD		
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.
ST ANDARD / COURSE	I	English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)

EXAMPLE / C.2.1. analysis of multiple sources of information. When writing: STAGE	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.
KNOWLEDGE       AW Written and Oral Communications (C)         PERFORMANC       ELA.C.1.         DESCRIPTOR/       BLA.C.1.         Write arguments to support claims with clear reasons and relevant evidence.         ESCRIPTOR/       ELA.C.1.         Write arguments to support claims with clear reasons and relevant evidence.         ESCRIPTOR/       ELA.C.1.         Write arguments to support claims in an analysis of a topic or texts. When writing:         STAGE       C.1.1.         Write arguments to support claims in an analysis of a topic or texts. When writing:         STAGE       C.1.1.         BLA.E2.C.       establish a tone and style appropriate to the purpose and audience; and         11.d.       11.d.         STANDARD /       English 2 Standards         KNOWLEDGE       Written and Oral Communications (C)         STANDARD /       Write informative/expository texts to analyze and explain complex ideas and information.         ESCRIPTOR /       STANDARD         DESCRIPTOR /       Write informative/expository texts to analyze and explain complex ideas and information.         ESCRIPTOR /       STANDARD         CRADE LEVEL       ELA.E2.         Write informative texts to examine and convey complex information clearly and accurately through t         STANDARD       C.2.1. <td>EXAMPLE /</td> <td></td> <td>Logically organize findings as relevant to the purpose and audience.</td>	EXAMPLE /		Logically organize findings as relevant to the purpose and audience.
AND SKILLS / ESSENTIAL QUESTION       ELA.C.1.       Write arguments to support claims with clear reasons and relevant evidence.         ESSENTIAL DESCRIPTOR / STANDARD       ELA.E.2.       Write arguments to support claims in an analysis of a topic or texts. When writing:         GRADE LEVEL EXAMPLE / STAGE       ELA.E.2.       Write arguments to support claims in an analysis of a topic or texts. When writing:         INDICATOR       ELA.E.2.       establish a tone and style appropriate to the purpose and audience; and 1.1.d.         STANDARD / COURSE       English 2 Standards         KNOWLEDGE AND SKILLS / QUESTION       Written and Oral Communications (C)         PERFORMANC ESCRIPT OR / STANDARD       ELA.E.2.         Write informative/expository texts to analyze and explain complex ideas and information.         DESCRIPT OR / 			English 2 Standards
E DESCRIPTOR / STANDARDImage: Classical system of the	AND SKILLS / ESSENTIAL		Written and Oral Communications (C)
EXAMPLE / STAGE       C.1.1.         INDICATOR       ELA.E2.C.         INDICATOR       ELA.E2.C.         stablish a tone and style appropriate to the purpose and audience; and 1.1.d.         STANDARD / COURSE       English 2 Standards         KNOWLEDGE       Written and Oral Communications (C)         RND SKILLS / ESSENTIAL QUESTION       Write informative/expository texts to analyze and explain complex ideas and information.         PERFORMANC E DESCRIPT OR / STANDARD       ELA.C.2.       Write informative texts to examine and convey complex information clearly and accurately through t analysis of multiple sources of information. When writing:	E DESCRIPTOR /	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
1.1.d.       English 2 Standards         ST ANDARD / COURSE       English 2 Standards         KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION       Written and Oral Communications (C)         PERFORMANC E LA.C.2.       Write informative/expository texts to analyze and explain complex ideas and information.         ESSENTIAL ST ANDARD       ELA.C.2.         Write informative/expository texts to analyze and explain complex ideas and information.         E ST ANDARD / ST ANDARD       ELA.E2.         Write informative texts to examine and convey complex information clearly and accurately through t analysis of multiple sources of information. When writing:	EXAMPLE /		Write arguments to support claims in an analysis of a topic or texts. When writing:
COURSE       KNOWLEDGE         AND SKILLS /       Written and Oral Communications (C)         PERFORMANC       ELA.C.2.         PERFORMANC       Write informative/expository texts to analyze and explain complex ideas and information.         E       DESCRIPTOR /         ST ANDARD       ELA.E2.         Write informative texts to examine and convey complex information clearly and accurately through t         ST AGE       C.2.1.	INDICATOR		establish a tone and style appropriate to the purpose and audience; and
AND SKILLS / ESSENTIAL QUESTIONELA.C.2.Write informative/expository texts to analyze and explain complex ideas and information. E DESCRIPTOR / STANDARDBERFORMANC EDESCRIPTOR / 			English 2 Standards
E       DESCRIPT OR / ST ANDARD         GRADE LEVEL       ELA.E2.         EXAMPLE / ST AGE       ELA.E2.         Write informative texts to examine and convey complex information clearly and accurately through t analysis of multiple sources of information. When writing:	AND SKILLS / ESSENTIAL		Written and Oral Communications (C)
EXAMPLE / C.2.1. analysis of multiple sources of information. When writing: STAGE	E DESCRIPTOR /	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
	EXAMPLE /		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. introduce a topic and organize complex ideas and concepts to make important connections and distinctions; 2.1.a.	INDICATOR		introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR ELA.E2.C. develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other 2.1.b. information appropriate for the audience;	INDICATOR		
INDICATOR ELA.E2.C. use precise language and vocabulary appropriate to the complexity of the topic; 2.1.d.	INDICATOR		use precise language and vocabulary appropriate to the complexity of the topic;
ST ANDARD / English 2 Standards COURSE			English 2 Standards
KNOWLEDGEWritten and Oral Communications (C)AND SKILLS /ESSENTIALQUESTION	AND SKILLS / ESSENTIAL		Written and Oral Communications (C)
PERFORMANC       ELA.C.4       Demonstrate command of standard English grammar and conventions when writing.         E       DESCRIPTOR / STANDARD       Standard English grammar and conventions when writing.	E	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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.

ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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;
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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:

NOCATOR         ELAESC: exploit and multimedia resources to edit for grammar, usage, mechanics, and inappropriate shifts in verb tenses. 41.0.           ROCATOR         ELAESC: exploit and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a 41.0.           STANDARD / COURSE         Central of mail in endiredia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a 41.0.           STANDARD / COURSE // COURSE // CO			
4.1     variety of publication media.       STADDARD /     English 3 Standards       KNOW SKUEDER ESSERTION     ELAC: S.       Reference monor     S.       STADDARD // S.     English 4 Standards       STADDARD // S.     English 4 Standards       REFERENCE MONOR     ELAC: S.       Reference monor     S.       STADDARD // STADARD // S.     English 4 Standards       STADDARD // S.     English 4 Standards       REFERENCE MONOR     ELAC: S.       Reference monor     S.       STADDARD // STADARD // S.     Red and wine for a variety of purposes, including academic and personal, for extended periods of time.       STADDARD // STADARD // STADARD // S.     Reference in explain and justify reasoning.       SEESENTRIAN REFERENCE MONOR // STADARD // S.     Elacie acie acie acie acie acie acie acie	INDICATOR		
COURSE       KNOWLEDGE AND SKILLS' ESSENTIAL (STANDARD)       Written and Oral Communications (C) essential essential (STANDARD)       Written and Oral Communications (C) essential essential essential (STANDARD)       Extance.         PERFORMARC ESSENTIAL (STANDARD)       ELACC.5. (Extension of the writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarify standards)         STANDARD / COURSE       ELAESC. (Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarify standards)         STANDARD / COURSE       ELAESC. (Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarify standards)         STANDARD / COURSE       ELAESC. (Improve writing Expectations (OE)         STANDARD / COURSE       Overarching Expectations (OE)         PERFORMARC COURSE       ELAEA. (Read and write for a variety of purposes, including academic and personal, for extended periods of from. (DESCRIPTOR OELA. (STANDARD)         PERFORMARC EDESCRIPTOR OESS.       ELAEA. (Course: (STANDARD)         PERFORMARC EDESCRIPTOR OESS.       ELAEA. (Course: (STANDARD)         STANDARD / (STANDARD)       Extender to explain and justily reasoning. (STANDARD)         PERFORMARC EDESCRIPTOR OESS.       Extender to explain and justily reasoning. (STANDARD)         PERFORMARC EDESCRIPTOR OESS.       Applications of Reading (AOR)         PERFORMARC EDESCRIPTOR       R.7.	INDICATOR		
AND SKILLS /       Image: Construct of the state of the			English 3 Standards
EBECRIPTOR / STANDARD       ELAE3.C. Improve writing by planning, editing, and considering leedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.         STANDARD / COURSE       ELAE3.C. Improve writing by planning, editing, and considering leedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.         STANDARD / COURSE       English 4 Standards         Reservice       English 4 Standards         PERFORMANC DESCRIPTOR       ELA.E4. CLL       Read and write for a variety of purposes, including academic and personal, for extended periods of time.         PERFORMANC DESCRIPTOR       ELA.E4. CLL       Read and write for a variety of purposes, including academic and personal, for extended periods of time.         PERFORMANC DESCRIPTOR       ELA.E4. CLL       Cacquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, 1 STANDARD         PERFORMANC DESCRIPTOR       ELA.E4. CLL       Cite evidence to explain and justify reasoning.       Colescity CLL         PERFORMANC CURSE       ELA.E4. Create quality work by adhering to an accepted format.       ELA.E4. Create quality work by adhering to an accepted format.         PERFORMANC CURSE       ELA.E4. Applications of Reading (AOR)       Applications of Reading (AOR)         PERFORMANC CURSE       ELA.E4. R.7.       Determine or clarity the meaning of unknown and multiple-meaning words and phrases.	AND SKILLS / ESSENTIAL		Written and Oral Communications (C)
EXAMPLE/       5.1. and skyle appropriate to audience, purpose, and task.         STADDARD /       English 4 Standards         COURSE       Image: Imag	E DESCRIPTOR /	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
COURSE         KNOWLEDGE AND SKILLS / QUESTION       Coverarching Expectations (OE)         PERFORMANC QUESTION       ELA.E4.       Read and write for a variety of purposes, including academic and personal, for extended periods of time.         PERFORMANC STANDARD       ELA.E4.       Read and write for a variety of purposes, including academic and personal, for extended periods of time.         PERFORMANC E DESCRIPTOR       ELA.E4.       Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.         PERFORMANC E DESCRIPTOR       ELA.E4.       Cele evidence to explain and justify reasoning.         PERFORMANC E DESCRIPTOR       ELA.E4.       Create quality work by adhering to an accepted format.         PERFORMANC COURSE       ELA.E4.       Applications of Reading (AOR)         KNOWLEDCE AND SKILLS / ESECRIPTOR       English 4 Standards         KNOWLEDCE AND SKILLS / ESECRIPTOR       ELA.A0.       Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	EXAMPLE /		
AND SKILLS / ESSENTIAN       EIA.E4.       Read and write for a variety of purposes, including academic and personal, for extended periods of time.         PERFORMANC E DESCRIPTOR VISTANDARD       EIA.E4.       Read and write for a variety of purposes, including academic and personal, for extended periods of time.         PERFORMANC E DESCRIPTOR VISTANDARD       EIA.E4.       Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.         PERFORMANC E DESCRIPTOR VISTANDARD       EIA.E4.       Cite evidence to explain and justify reasoning.         PERFORMANC E DESCRIPTOR VISTANDARD       EIA.E4.       Cite evidence to explain and justify reasoning.         PERFORMANC E DESCRIPTOR VISTANDARD       EIA.E4.       Create quality work by adhering to an accepted format.         PERFORMANC E DESCRIPTOR VISTANDARD       English 4 Standards         KNOWLEDGE RND SKILLS / ESSENTIAN QUESTION       Applications of Reading (AOR)         PERFORMANC E DESCRIPTOR       ELA.A0 R.7.         PERFORMANC E DESCRIPTOR       ELA.A0 R.7.			English 4 Standards
E DESCRIPTOR (STANDARD       OE.1.         PERFORMANC E DESCRIPTOR (STANDARD       ELA.E4.       Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.         PERFORMANC E DESCRIPTOR (STANDARD       ELA.E4.       Cite evidence to explain and justify reasoning.         PERFORMANC E DESCRIPTOR (STANDARD       ELA.E4.       Cite evidence to explain and justify reasoning.         PERFORMANC E DESCRIPTOR (STANDARD       ELA.E4.       Create quality work by adhering to an accepted format.         PERFORMANC E DESCRIPTOR (STANDARD       ELA.E4.       Create quality work by adhering to an accepted format.         POESCRIPTOR (STANDARD       English 4 Standards         KNOWLEDGE AND SKILLS / UESSENTIAL QUESTION       Applications of Reading (AOR)         PERFORMANC E DESCRIPTOR / DESCRIPTOR /       ELA.E4.	AND SKILLS / ESSENTIAL		Overarching Expectations (OE)
E DESCRIPTOR       OE.2.       and interactive texts.         / STANDARD       ELA.E4.       Cite evidence to explain and justify reasoning.         PERFORMANC       ELA.E4.       Cite evidence to explain and justify reasoning.         PERFORMANC       ELA.E4.       Cite evidence to explain and justify reasoning.         PERFORMANC       ELA.E4.       Create quality work by adhering to an accepted format.         E DESCRIPTOR       OE.6.       Create quality work by adhering to an accepted format.         STANDARD       DESCRIPTOR       Desc.         KNOWLEDGE       Applications of Reading (AOR)         KNOWLEDGE       Applications of Reading (AOR)         PERFORMANC       ELA.AO         DESCRIPTOR /       Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	E DESCRIPTOR		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
E DESCRIPTOR       OE.5.         / STANDARD       ELA.E4.         PERFORMANC       ELA.E4.         Create quality work by adhering to an accepted format.         STANDARD       OE.6.         STANDARD /       English 4 Standards         COURSE       English 4 Standards         KNOWLEDGE       Applications of Reading (AOR)         PERFORMANC       ELA.A0         PERFORMANC       ELA.A0         R.7.       Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	E DESCRIPTOR		
E DESCRIPTOR       OE.6.         / STANDARD       English 4 Standards         STANDARD / COURSE       English 4 Standards         KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION       Applications of Reading (AOR)         PERFORMANC E DESCRIPTOR / R.7.       Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	E DESCRIPTOR		Cite evidence to explain and justify reasoning.
COURSE       KNOWLEDGE         KNOWLEDGE       Applications of Reading (AOR)         AND SKILLS /       ESSENTIAL         QUESTION       Determine or clarify the meaning of unknown and multiple-meaning words and phrases.         PERFORMANC       ELA.AO         R.7.       Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	E DESCRIPTOR		Create quality work by adhering to an accepted format.
AND SKILLS /       ESSENTIAL         QUESTION       PERFORMANC         E       DESCRIPTOR /         R.7.       Determine or clarify the meaning of unknown and multiple-meaning words and phrases.			English 4 Standards
E R.7. DESCRIPTOR /	AND SKILLS / ESSENTIAL		Applications of Reading (AOR)
	E DESCRIPTOR /		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
ST ANDARD / 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. 1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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;
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
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# South Carolina Standards & Learning Language Arts

Grade 9 - Adopted: 2023

STANDARD / COURSE	English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	Create quality work by adhering to an accepted format.
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
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E 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)
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.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)
PERFORMANC E 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
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
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	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.E3.A use background or prior knowledge to determine or clarify the meanings of words; and OR.7.1.b.

ST ANDARD / English 3 Standards COURSE

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

ST ANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
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
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANC E 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 / ESSENT IAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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 / ESSENT IAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

South Carolina Standards & Learning Language Arts Grade 9 - Adopted: 2023

ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
EXAMPLE /		Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

PERFORMANC E 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)	
PERFORMANC E 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.	
ST ANDARD / 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
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and

 E
 DESCRIPTOR /
 refine knowledge.

 STANDARD
 Refine knowledge.
 Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

 RADE LEVEL
 ELA.E1.
 Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

 STAGE
 R.1.1.
 Stage

INDICATOR ELA.E1.R. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and 1.1.b. audience.

ST ANDARD / COURSE		English 1 Standards			
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)			
PERFORMANC E DESCRIPTOR / STANDARD	ELA.R.1.	Jse 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.	nalyze 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.			
ST ANDARD / 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			
ST ANDARD / COURSE		English 1 Standards			
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)			
PERFORMANC E DESCRIPT OR / ST ANDARD	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.	C. use precise language and vocabulary appropriate to the complexity of the topic;	
ST ANDARD / COURSE		English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)	
PERFORMANC E 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.	<ol> <li>use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts fo variety of publication media.</li> </ol>	
ST ANDARD / COURSE		English 1 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)	
PERFORMANC	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.	
DESCRIPTOR / STANDARD			
	ELA.E1.C. 5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.	
ST ANDARD GRADE LEVEL EXAMPLE /	5.1.		
ST ANDARD GRADE LEVEL EXAMPLE / STAGE ST ANDARD /	5.1.	and cohesiveness.	

PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.	
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.	
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.	
STANDARD / COURSE		English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)	
PERFORMANC E DESCRIPTOR / ST ANDARD	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)	
PERFORMANC E DESCRIPT OR / ST ANDARD	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)	
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	
GRADE LEVEL EXAMPLE /	ELA.E2.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:	

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

### ST ANDARD / English 2 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)			
PERFORMANC E DESCRIPTOR / STANDARD	ELA.R.1.	lse critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and efine 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.			
ST ANDARD / COURSE		English 2 Standards			
KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Research(R)			
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.R.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)			

PERFORMANC E 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			
ST ANDARD / COURSE		English 2 Standards			
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)			
PERFORMANC E 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;			
ST ANDARD / COURSE		English 2 Standards			
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)			
PERFORMANC E 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.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense,
	4.1.d.	number, voice, mood, and parallel structure; and

INDICATOR ELA.E2.C. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a 4.1.e. variety of publication materials.

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

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

5.1. and style appropriate to audience, purpose, and task. STAGE

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

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	Overarching Expectations (OE)	
PERFORMANC		Read and write for a variety of purposes, including academic and personal, for extended periods of time.

E DESCRIPTOR E.1. / STANDARD

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

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

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

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

STAGE

KNOWLEDGE Applications of Reading (AOR) AND SKILLS / ESSENTIAL QUESTION PERFORMANC ELA.AO Evaluate and critique how an author's perspective and purpose shape style and meaning within and E R.4. across informational texts. DESCRIPTOR / **STANDARD** ELA.E3.A Evaluate two texts on the same topic written by authors with differing perspectives, and evaluate the effectiveness of GRADE LEVEL EXAMPLE / OR.4.1. the rhetoric used by each author.

### STANDARD / **English 3 Standards** COURSE KNOWLEDGE Applications of Reading (AOR) AND SKILLS / ESSENTIAL QUESTION PERFORMANC ELA.AO Evaluate and critique how an author uses words, phrases, and text structures to craft text. E R.5. DESCRIPTOR / **STANDARD GRADE LEVEL** ELA.E3.A Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text EXAMPLE / OR.5.2. more effective.

**English 3 Standards** 

STAGE

STANDARD /

COURSE

**KNOWLEDGE** Applications of Reading (AOR) AND SKILLS / ESSENTIAL QUESTION PERFORMANC ELA.AO Summarize and paraphrase text to support comprehension and understanding. R.6. E DESCRIPTOR / ST AND ARD GRADE LEVEL ELA.E3.A Summarize and/or paraphrase content from grade-level text to enhance comprehension. EXAMPLE / OR.6.1. STAGE

STANDARD / **English 3 Standards** COURSE KNOWLEDGE Applications of Reading (AOR) AND SKILLS / ESSENTIAL QUESTION PERFORMANC Determine or clarify the meaning of unknown and multiple-meaning words and phrases. ELA.AO R.7. E DESCRIPTOR / **STANDARD** GRADE LEVEL ELA.E3. 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.E3.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.E3.A use background or prior knowledge to determine or clarify the meanings of words; and OR.7.1.b. STANDARD / **English 3 Standards** COURSE **KNOWLEDGE** Research(R) AND SKILLS /

ESSENTIAL QUESTION	
PERFORMANC E DESCRIPTOR / STANDARD	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.
ST ANDARD / 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. 1.3.	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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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;
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.4	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / ST AGE	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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE	I	English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / ST ANDARD	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
ST ANDARD / 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.1.1.	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.
ST ANDARD / 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.
E DESCRIPTOR /		
E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	ELA.E4.R. 1.3.	refine knowledge.
E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE /	ELA.E4.R. 1.3. ELA.E4.R. 1.4.	Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.
E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE /	ELA.E4.R. 1.3. ELA.E4.R. 1.4. ELA.E4.R.	refine knowledge.         Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.         Synthesize and logically organize findings as relevant to the purpose and audience.
E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE / STAGE STANDARD /	ELA.E4.R. 1.3. ELA.E4.R. 1.4. ELA.E4.R.	refine knowledge.         Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.         Synthesize and logically organize findings as relevant to the purpose and audience.         Follow a standard academic style guide for citation to avoid plagiarism.
E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E4.R. 1.3. ELA.E4.R. 1.4. ELA.E4.R.	refine knowledge.         Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.         Synthesize and logically organize findings as relevant to the purpose and audience.         Follow a standard academic style guide for citation to avoid plagiarism.         English 4 Standards

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;
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)
PERFORMANC E 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 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126
		South Carolina Standards & Learning Language Arts Grade 9 - Adopted: 2023
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL		Applications of Reading (AOR)

PERFORMANC E DESCRIPT OR / ST ANDARD	R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

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

### ST ANDARD / English 1 Standards COURSE

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

OR.6.1.

# STAGE

COURSE

STANDARD / 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

### ST ANDARD / English 1 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC E DESCRIPTOR / STANDARD		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.

ST ANDARD / English 1 Standards COURSE

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. 1.2.	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.
ST ANDARD / 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
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.
		Write informative texts to examine and convey complex information clearly and accurately through the
GRADE LEVEL EXAMPLE / STAGE	ELA.E1. C.2.1.	analysis of multiple sources of information. When writing:

INDICATOR	ELA.E1.C. develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information 2.1.b. 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)					
PERFORMANC E 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.					
ST ANDARD / COURSE		English 1 Standards					
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)					
PERFORMANC E 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.					
ST ANDARD / COURSE		English 2 Standards					
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)					

PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 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.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						
ST ANDARD / COURSE		English 2 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.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)						
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.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 ELA.E2.R. Follow a standard academic style guide for citation to avoid plagiarism. EXAMPLE / 1.5. STAGE

### ST ANDARD / COURSE English 2 Standards

1.1.d.

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.E2. C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C.	establish a tone and style appropriate to the purpose and audience; and

ST ANDARD / COURSE

English 2 Standards

COUNCL							
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)					
PERFORMANC E 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;					
ST ANDARD / COURSE		English 2 Standards					
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)					
PERFORMANC E 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:					

STAGE

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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL	ELA.E2.C.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity
EXAMPLE / STAGE	5.1.	and style appropriate to audience, purpose, and task.
		and style appropriate to audience, purpose, and task. English 3 Standards
STAGE		
STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E3.O	English 3 Standards
STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR	ELA.E3.O E.1. ELA.E3.O	English 3 Standards Overarching Expectations (OE)
STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD PERFORMANC E DESCRIPTOR	ELA.E3.0 E.1. ELA.E3.0 E.2. ELA.E3.0	English 3 Standards Overarching Expectations (OE) Read and write for a variety of purposes, including academic and personal, for extended periods of time. Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital,
STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD PERFORMANC E DESCRIPTOR / STANDARD PERFORMANC E DESCRIPTOR	ELA.E3.0 E.1. ELA.E3.0 E.2. ELA.E3.0 E.5. ELA.E3.0	English 3 Standards         Overarching Expectations (OE)         Read and write for a variety of purposes, including academic and personal, for extended periods of time.         Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

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

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

#### STANDARD / English 3 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
GRADE LEVEL	ELA.E3.A	Summarize and/or paraphrase content from grade-level text to enhance comprehension.

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

#### STANDARD / English 3 Standards

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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
ST ANDARD / 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.
ST ANDARD / 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.
E DESCRIPTOR /		
E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	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
E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE /	ELA.E3.R. 1.2. ELA.E3.R. 1.3.	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE /	ELA.E3.R. 1.2. ELA.E3.R. 1.3. ELA.E3.R.	refine knowledge.         Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.         Analyze findings to determine relevance to the topic(s) and purpose of inquiry.
E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE / STAGE STANDARD /	ELA.E3.R. 1.2. ELA.E3.R. 1.3. ELA.E3.R.	refine knowledge.         Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.         Analyze findings to determine relevance to the topic(s) and purpose of inquiry.         Follow a standard academic style guide for citation to avoid plagiarism.
E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE / STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E3.R. 1.2. ELA.E3.R. 1.3. ELA.E3.R.	refine knowledge.         Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.         Analyze findings to determine relevance to the topic(s) and purpose of inquiry.         Follow a standard academic style guide for citation to avoid plagiarism.         English 3 Standards

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;
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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;
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.4	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / ST AGE	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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVELELA.E4.AEvaluate and critique the text structure(s) and features within an informational text and how an author could make theEXAMPLE /OR.5.2.text more effective.STAGE

STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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)
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

ST ANDARD / English 4 Standards COURSE

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.1.1.	Conduct short and more sustained research to answer questions or solve problems by:
INDICATOR	ELA.E4.R.	answering self-generated questions about a topic(s) while using a variety of sources; and
	1.1.a.	

## STANDARD / COURSE

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. 1.2.	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 /		Written and Oral Communications (C)
ESSENTIAL QUESTION		
	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
QUESTION PERFORMANC E DESCRIPTOR /	ELA.C.1. ELA.E4. C.1.1.	Write arguments to support claims with clear reasons and relevant evidence. Write arguments to support claims in an analysis of topics or texts. When writing:
QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	ELA.E4.	
QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE	ELA.E4. C.1.1. ELA.E4.C .1.1.d.	Write arguments to support claims in an analysis of topics or texts. When writing: use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough
QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE INDICATOR STANDARD /	ELA.E4. C.1.1. ELA.E4.C .1.1.d.	Write arguments to support claims in an analysis of topics or texts. When writing: use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;
QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE INDICATOR STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E4. C.1.1. ELA.E4.C .1.1.d.	Write arguments to support claims in an analysis of topics or texts. When writing:         use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;         English 4 Standards

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;
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132
		South Carolina Standards & Learning Language Arts Grade 9 - Adopted: 2023
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL		Applications of Reading (AOR)

PERFORMANC E DESCRIPT OR / ST ANDARD	R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

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

### STANDARD / COURSE English 1 Standards

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

# English 1 Standards

ST ANDARD / COURSE

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;

ST ANDARD / COURSE English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC E DESCRIPTOR / STANDARD		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	I
COURSE	

KNOWLEDGE		Paccareh(P)
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. 1.2.	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)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
E DESCRIPTOR /	ELA.C.1. ELA.E1. C.1.1.	Write arguments to support claims with clear reasons and relevant evidence. Write arguments to support claims in an analysis of a topic or texts. When writing:
E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	ELA.E1. C.1.1.	
E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE	ELA.E1. C.1.1. ELA.E1.C. 1.1.d.	Write arguments to support claims in an analysis of a topic or texts. When writing:
E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE INDICATOR ST ANDARD /	ELA.E1. C.1.1. ELA.E1.C. 1.1.d.	Write arguments to support claims in an analysis of a topic or texts. When writing: establish a tone and style appropriate to the purpose; and
E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE INDICATOR ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E1. C.1.1. ELA.E1.C. 1.1.d.	Write arguments to support claims in an analysis of a topic or texts. When writing:         establish a tone and style appropriate to the purpose; and         English 1 Standards

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;
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.

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.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)
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.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)
PERFORMANC E DESCRIPTOR / ST ANDARD	ELA.R.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)
PERFORMANC E DESCRIPT OR / ST ANDARD	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
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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;
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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 ELA.E3.A Evaluate two texts on the same topic written by authors with differing perspectives, and evaluate the effectiveness of EXAMPLE / OR.4.1. the rhetoric used by each author. STAGE

#### STANDARD / English 3 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
GRADE LEVEL	ELA.E3.A	Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text

EXAMPLE / OR.5.2. more effective.

#### STANDARD / COURSE

STAGE

English 3 Standards

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

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

#### STANDARD / English 3 Standards COURSE

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

## ST ANDARD / English 3 Standards COURSE

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. 1.2.	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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE		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.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)
PERFORMANC E 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;
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / ST ANDARD	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.

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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	l	English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / ST ANDARD	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)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVELELA.E4.AEvaluate and critique the text structure(s) and features within an informational text and how an author could make theEXAMPLE /OR.5.2.text more effective.STAGE

ST ANDARD / E COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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
 OR.6.1.

#### 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
ST ANDARD / COURSE		English 4 Standards

KNOWLEDGE Research(R) AND SKILLS / ESSENTIAL QUESTION PERFORMANC ELA.R.1. Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. E **DESCRIPTOR / STANDARD** GRADE LEVEL ELA.E4. Conduct short and more sustained research to answer questions or solve problems by: EXAMPLE / R.1.1. STAGE INDICATOR ELA.E4.R. answering self-generated questions about a topic(s) while using a variety of sources; and

1.1.a.

INDICATOR	ELA.E4.R. 1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.
ST ANDARD / 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. 1.2.	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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION		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.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)
PERFORMANC E 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;
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.

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South Carolina Standards & Learning Language Arts Grade 9 - Adopted: 2023

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.R.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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

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

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

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

STANDARD

QUESTION

PERFORMANC E 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)
PERFORMANC E 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)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.

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.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.	answering a self-generated question(s) about a topic(s) while using a variety of sources; and
	1.1.a.	

## ST ANDARD / COURSE English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	Research(R)
PERFORMANC E DESCRIPTOR / STANDARD	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

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

STAGE

## STANDARD / COURSE English 2 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.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
ST ANDARD / COURSE		English 2 Standards

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

PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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;
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / ST ANDARD	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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and

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.
ST ANDARD / 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.
ST ANDARD / COURSE		English 3 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.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
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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;
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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	l	English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
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.1.1.	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)

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)
PERFORMANC E 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
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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;
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.

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South Carolina Standards & Learning Language Arts

Grade 9 - Adopted: 2023

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC E DESCRIPTOR / ST ANDARD	ELA.R.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.
ST ANDARD / 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.
ST ANDARD / 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
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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;

ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.4	Demonstrate command of standard English grammar and conventions when writing.
GRADE LEVEL EXAMPLE / ST AGE	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.
ST ANDARD / COURSE		English 1 Standards
		English 1 Standards Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.C.5.	Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /		Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE /	ELA.E1.C. 5.1.	Written and Oral Communications (C)         Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.         Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / STANDARD / STANDARD /	ELA.E1.C. 5.1.	Written and Oral Communications (C)         Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.         Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / STANDARD / GRADE LEVEL EXAMPLE / STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E1.C. 5.1. ELA.E2.O	Written and Oral Communications (C)         Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.         Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.         English 2 Standards

PERFORMANC ELA.E2.0 Create quality work by adhering to an accepted format. E DESCRIPTOR E.6. / STANDARD

ST ANDARD / COURSE		English 2 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.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.
ST ANDARD / COURSE		English 2 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.E2.R. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL 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.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

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)
PERFORMANC E 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.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task,
	3.1.a.	purpose, and audience;

English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / 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.
ST ANDARD / 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
AND SKILLS / ESSENTIAL	ELA.C.1.	Written and Oral Communications (C) Write arguments to support claims with clear reasons and relevant evidence.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /	ELA.C.1. ELA.E3. C.1.1.	
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	ELA.E3. C.1.1.	Write arguments to support claims with clear reasons and relevant evidence.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE	ELA.E3. C.1.1. ELA.E3.C.	Write arguments to support claims with clear reasons and relevant evidence. Write arguments to support claims in an analysis of topics or texts. When writing:
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD INDICATOR ST ANDARD /	ELA.E3. C.1.1. ELA.E3.C.	Write arguments to support claims with clear reasons and relevant evidence.         Write arguments to support claims in an analysis of topics or texts. When writing:         establish and maintain a writing style appropriate to the task and audience; and
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE INDICATOR ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E3. C.1.1. ELA.E3.C.	Write arguments to support claims with clear reasons and relevant evidence.         Write arguments to support claims in an analysis of topics or texts. When writing:         establish and maintain a writing style appropriate to the task and audience; and         English 3 Standards
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE INDICATOR ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /	ELA.E3. C.1.1. ELA.E3.C. 1.1.e.	Write arguments to support claims with clear reasons and relevant evidence.         Write arguments to support claims in an analysis of topics or texts. When writing:         establish and maintain a writing style appropriate to the task and audience; and         English 3 Standards         Written and Oral Communications (C)

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

ST ANDARD / English 3 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD		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)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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	l	English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		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.1.1.	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.
ST ANDARD / 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)
PERFORMANC E 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)
PERFORMANC E 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)
PERFORMANC E 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;
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.

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South Carolina Standards & Learning Language Arts

Grade 9 - Adopted: 2023

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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).
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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
 OR.6.1.

## ST ANDARD / English 1 Standards COURSE

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 / ST AGE	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
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANC	ELA.C.4	Demonstrate command of standard English grammar and conventions when writing.
E DESCRIPTOR / STANDARD	•	
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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.

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

GRADE LEVEL ELA.E2.A Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style EXAMPLE / OR.1.1. within and across texts. STAGE

#### English 2 Standards STANDARD / COURSE

KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION		Applications of Reading (AOR)
PERFORMANC E 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

GRADE LEVEL	ELA.EZ.A	Analyze now an author creates ellects such as suspense, numor, or sarcasm through unierences in the perspectives
EXAMPLE /	OR.3.1.	of the characters and the reader (e.g., situational, dramatic, or verbal irony).
STAGE		

## ST ANDARD / COURSE English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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 / English 2 Standards

COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	 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

ST ANDARD / COURSE		English 2 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.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
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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)
PERFORMANC E DESCRIPTOR / ST ANDARD	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).
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / ST ANDARD	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.
EXAMPLE /		
EXAMPLE / STAGE ST ANDARD /		contribute to the overall meaning in a literary text.
EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL		contribute to the overall meaning in a literary text.
EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /	OR.5.1.	contribute to the overall meaning in a literary text. English 3 Standards Applications of Reading (AOR) Summarize and paraphrase text to support comprehension and understanding.

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / ST ANDARD	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.

STAGE

STANDARD	I
COURSE	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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 / **English 4 Standards** COURSE

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

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

STANDARD / English 4 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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 /	English 4 S	Standards
COURSE		

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)
PERFORMANC E DESCRIPT OR / ST ANDARD	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)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD /		English 1 Standards

COURSE

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

#### ST ANDARD / English 1 Standards COURSE

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

GRADE LEVELELA.E1.AAnalyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informationalEXAMPLE /OR.5.2.text.STAGE

### ST ANDARD / English 1 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
GRADE LEVEL EXAMPLE /	ELA.E1.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.

#### STANDARD / COURSE

STAGE

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

ST ANDARD / 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.a.	generating and answering a research question(s) about a topic; and
ST ANDARD / 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.
STAGE		
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.R. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
GRADE LEVEL EXAMPLE /	1.5.	Follow a standard academic style guide for citation to avoid plagiarism. English 1 Standards
GRADE LEVEL EXAMPLE / STAGE ST ANDARD /	1.5.	
GRADE LEVEL EXAMPLE / STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	1.5.	English 1 Standards
GRADE LEVEL EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /	1.5.	English 1 Standards Written and Oral Communications (C)

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / ST ANDARD	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.
ST ANDARD / COURSE	I	English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANC E 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)
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.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 /		English 2 Standards
COURSE		
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
KNOWLEDGE AND SKILLS / ESSENTIAL		•
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /		Research(R) Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE /	ELA.R.1. ELA.E2. R.1.1.	Research(R) Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE	<b>ELA.R.1.</b> <b>ELA.E2.</b> <b>R.1.1.</b> ELA.E2.R. 1.1.a.	Research(R) Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / STANDARD / GRADE LEVEL EXAMPLE / STAGE INDICATOR STANDARD /	<b>ELA.R.1.</b> <b>ELA.E2.</b> <b>R.1.1.</b> ELA.E2.R. 1.1.a.	Research(R)         Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.         Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:         answering a self-generated question(s) about a topic(s) while using a variety of sources; and
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD / GRADE LEVEL EXAMPLE / STAGE INDICATOR STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	<b>ELA.R.1.</b> <b>ELA.E2.</b> <b>R.1.1.</b> ELA.E2.R. 1.1.a.	Research(R)         Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.         Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:         answering a self-generated question(s) about a topic(s) while using a variety of sources; and         English 2 Standards         Research(R)

EXAMPLE / STAGE

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

### ST ANDARD / COURSE English 2 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.E2. C.1.1.	Write arguments to support claims in an analysis of a topic or texts. When writing:
INDICATOR	ELA.E2.C.	establish a tone and style appropriate to the purpose and audience; and

English 2 Standards

1.1.d.

ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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 / English 2 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E3.O E.6.	Create quality work by adhering to an accepted format.

### English 3 Standards

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

GRADE LEVELELA.E3.AEvaluate the text structure(s) and features within an informational text; analyze how an author could make the textEXAMPLE /OR.5.2.more effective.STAGE

#### STANDARD / English 3 Standards COURSE

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

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

 EXAMPLE /
 OR.6.1.

 STAGE

#### ST ANDARD / English 3 Standards COURSE

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
ST ANDARD / 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.	answering self-generated questions about a topic(s) while using a variety of sources; and

### 1.1.a.

### ST ANDARD / English 3 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

 GRADE LEVEL
 ELA.E3.R. Follow a standard academic style guide for citation to avoid plagiarism.

 EXAMPLE /
 1.5.

 STAGE

### ST ANDARD / English 3 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANC E 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)
PERFORMANC E DESCRIPTOR / ST ANDARD	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.
ST ANDARD / COURSE	I	English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / 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
ST ANDARD / 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.1.1.	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
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.R.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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
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		South Carolina Standards & Learning Language Arts Grade 9 - Adopted: 2023
ST ANDARD / 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		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.

PERFORMANC ELA.E1.0 Create quality work by adhering to an accepted format. E DESCRIPTOR E.6. / STANDARD

DESCRIPTOR / STANDARD

ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E	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

### ST ANDARD / English 1 Standards COURSE

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		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / 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.a.	generating and answering a research question(s) about a topic; and

INDICATOR ELA.E1.R. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and 1.1.b. audience.

## STANDARD / COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.R.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.
ST ANDARD / 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.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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.

## STANDARD / COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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
ST ANDARD / COURSE		English 2 Standards

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

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

#### ST ANDARD / English 2 Standards COURSE

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.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.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.

1.1.b.

ST ANDARD / COURSE English 2 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.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.
ST ANDARD / COURSE		English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
		English 2 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

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

### ST ANDARD / 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
ST ANDARD / COURSE		English 3 Standards
		Applications of Reading (AOR)

AND SKILLS / ESSENTIAL QUESTION		
PERFORMANC E DESCRIPTOR / STANDARD	R.10.	Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.

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

#### STANDARD / COURSE

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.
ST ANDARD / 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	ELA.E3.R.	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the

 GRADE LEVEL
 ELA.E3.R. Follow a standard academic style guide for citation to avoid plagiarism.

 EXAMPLE /
 1.5.

 STAGE

#### STANDARD / English 3 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD		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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / ST ANDARD	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
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards

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

GRADE LEVELELA.E3.C.Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarityEXAMPLE /5.1.and style appropriate to audience, purpose, and task.STAGE

ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.

#### ST ANDARD / English 4 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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 /	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.

 GRADE LEVEL
 ELA.E4.A
 Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the

 EXAMPLE /
 OR.4.1.
 effectiveness of the rhetoric used by each author.

 STAGE
 OR.4.1.
 effectiveness of the rhetoric used by each author.

#### ST ANDARD / English 4 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVELELA.E4.AEvaluate and critique the text structure(s) and features within an informational text and how an author could make theEXAMPLE /OR.5.2.text more effective.STAGE

COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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)
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
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / 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.

STANDARD /

English 4 Standards

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.
ST ANDARD / 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. 1.2.	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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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		apply knowledge of usage to revise sentence fragments and run-on sentences; and
	.4.1.b.	
INDICATOR		use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
INDICATOR ST ANDARD / COURSE	ELA.E4.C	
ST ANDARD /	ELA.E4.C	variety of publication media.
ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E4.C	variety of publication media. English 4 Standards Written and Oral Communications (C)

## South Carolina Standards & Learning Language Arts Grade 9 - Adopted: 2023

STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E1.O E.2.	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE		Applications of Reading (AOR)
AND SKILLS / ESSENTIAL QUESTION		
ESSENTIAL	ELA.AO R.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /	R.1.	
ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	R.1. ELA.E1.A	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD / STANDARD /	R.1. ELA.E1.A	<b>Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.</b> Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD / STADE LEVEL EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	R.1. ELA.E1.A	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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 / ESSENT IAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / 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
ST ANDARD / 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 /	ELA.E1. R.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:

STAGE

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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC E DESCRIPTOR / ST ANDARD	ELA.R.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.
ST ANDARD / 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.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.

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

PERFORMANC E 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)	
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E2.O E.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.	
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.	
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E2.O E.5.	Cite evidence to explain and justify reasoning.	
PERFORMANC E 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)	
PERFORMANC E 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)	

PERFORMANC E DESCRIPTOR / ST ANDARD	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.	
ST ANDARD / COURSE		English 2 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.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	
ST ANDARD / COURSE		English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)	
PERFORMANC E		Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.	

E DESCRIPTOR / STANDARD		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.

# ST ANDARD / English 2 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	Research(R)
PERFORMANC E DESCRIPTOR / STANDARD	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.
ST ANDARD / COURSE		English 2 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.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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.	
ST ANDARD / COURSE		English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)	
PERFORMANC E 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.	
ST ANDARD / COURSE		English 2 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)	
PERFORMANC E 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.	
ST ANDARD / COURSE	l	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)	

PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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 LEVELELA.E3.AEvaluate two texts on the same topic written by authors with differing perspectives, and evaluate the effectiveness ofEXAMPLE /OR.4.1.the rhetoric used by each author.STAGE

### STANDARD / English 3 Standards COURSE

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

GRADE LEVELELA.E3.AEvaluate the text structure(s) and features within an informational text; analyze how an author could make the textEXAMPLE /OR.5.2.more effective.STAGE

#### ST ANDARD / English 3 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.

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

 EXAMPLE /
 OR.6.1.

 STAGE
 OR.6.1.

ST ANDARD / 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	
ST ANDARD / 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.	
ST ANDARD / 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	ELA.E3.R.	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the	

 GRADE LEVEL
 ELA.E3.R.
 Analyze the credibility and relevance of sources using only those that are credibility and relevance of sources using on are credibility

GRADE LEVEL	ELA.E3.R.	Follow a standard academic style guide for citation to avoid plagiarism.
EXAMPLE /	1.5.	
STAGE		

English 3 Standards

COURSE		
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.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 / Eng COURSE

STANDARD /

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / English 3 St COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL		Written and Oral Communications (C)
QUESTION		
QUESTION PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
PERFORMANC E DESCRIPTOR /		Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.         Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.
PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	ELA.E3.C. 5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity
PERFORMANC E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE / STAGE ST ANDARD /	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.
PERFORMANC E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE / STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E3.C. 5.1. ELA.E4.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task. English 4 Standards

PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / ST ANDARD	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)
PERFORMANC E 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)

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
ST ANDARD / 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.1.1.	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

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. 1.2.	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.
ST ANDARD / COURSE		English 4 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.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 /		English 4 Standards	
COURSE		-	
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)	
KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.C.2.	Written and Oral Communications (C) Write informative/expository texts to analyze and explain complex ideas and information.	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /	ELA.C.2. ELA.E4. C.2.1.		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE /	ELA.E4.	Write informative/expository texts to analyze and explain complex ideas and information. Write informative/expository texts to convey complex ideas and concepts while analyzing complex	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE	<b>ELA.E4.</b> <b>C.2.1.</b> ELA.E4.C	Write informative/expository texts to analyze and explain complex ideas and information.         Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:         introduce a topic and organize complex concepts and information so that each new element builds on what precedes it;	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE / STAGE INDICATOR	ELA.E4. C.2.1. ELA.E4.C .2.1.a. ELA.E4.C .2.1.b.	Write informative/expository texts to analyze and explain complex ideas and information.         Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:         introduce a topic and organize complex concepts and information so that each new element builds on what precedes it;         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;	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE INDICATOR	ELA.E4.C .2.1.a. ELA.E4.C .2.1.a. ELA.E4.C .2.1.b. ELA.E4.C .2.1.d.	Write informative/expository texts to analyze and explain complex ideas and information.         Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:         introduce a topic and organize complex concepts and information so that each new element builds on what precedes it;         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;	

ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / ST ANDARD	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.
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		South Carolina Standards & Learning Language Arts Grade 9 - Adopted: 2023
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

PERFORMANC	ELA.E1.O	Cite evidence to explain and justify reasoning.
E DESCRIPTOR	E.5.	
/ STANDARD		

PERFORMANC ELA.E1.0 Create quality work by adhering to an accepted format. E DESCRIPTOR E.6. / STANDARD

STANDARD / COURSE	English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	Applications of Reading (AOR)

PERFORMANC E	R.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
DESCRIPTOR / STANDARD		

 GRADE LEVEL
 ELA.E1.A
 Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

 EXAMPLE /
 OR.1.1.

 STAGE

#### STANDARD / English 1 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVELELA.E1.ADetermine a universal theme(s) and explain how key details contribute to its development over the course of aEXAMPLE /OR.2.1.literary text.STAGE

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

STANDARD /	English 1 Standards
COURSE	

KNOWLEDGE Applications of Reading (AOR) AND SKILLS / ESSENTIAL QUESTION ELA.AO Evaluate and critique how an author uses words, phrases, and text structures to craft text. PERFORMANC Е R.5. DESCRIPTOR / STANDARD GRADE LEVEL ELA.E1.A Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational EXAMPLE / OR.5.2. text.

STANDARD / English 1 Standards COURSE

STAGE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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 / English 1 Standards COURSE

OR.7.1.b.

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	use background or prior knowledge to determine or clarify the meanings of words; and

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STANDARD /
COURSE
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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.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.
ST ANDARD / 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. 1.2.	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)
PERFORMANC E DESCRIPT OR / ST ANDARD	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)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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;
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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)

PERFORMANC	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
E DESCRIPTOR / STANDARD		
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)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.E2.A OR.2.1.	Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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 the impact of multiple text structures and/or the use of text features in an informational text; determine and EXAMPLE / OR.5.2. explain how an author could make the text more effective. STAGE

ST ANDARD	I	English 2 Standards
KNOWLEDG AND SKILLS ESSENTIAL QUESTION	57	Applications of Reading (AOR)
PERFORMA E DESCRIPT C ST ANDARD	R.6. DR /	Summarize and paraphrase text to support comprehension and understanding.
GRADE LEVE EXAMPLE / STAGE	EL ELA.E2.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
STANDARD	I	English 2 Standards

COURSE

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	ELA.E2.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases,
EXAMPLE / STAGE	AOR.7.1.	choosing from an array of strategies:
	AOR.7.1. ELA.E2.A OR.7.1.a.	choosing from an array of strategies: use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;

ST ANDARD / COURSE English 2 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.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

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.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)
PERFORMANC E 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)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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;
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.

ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL		Applications of Reading (AOR)

QUESTION		
PERFORMANC E DESCRIPTOR / STANDARD	R.6.	Summarize and paraphrase text to support comprehension and understanding.

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

 EXAMPLE /
 OR.6.1.

 STAGE

#### ST ANDARD / English 3 Standards COURSE

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	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and

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 refine knowledge.

 GRADE LEVEL
 ELA.E3.
 Conduct short and more sustained research to answer questions or solve a problem(s) by:

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 R.1.1.
 STAGE

INDICATOR ELA.E3.R. answering self-generated questions about a topic(s) while using a variety of sources; and 1.1.a.

INDICATOR	ELA.E3.R. 1.1.b.	refining the scope of inquiry as relevant to the topic(s), purpose, and audience.
ST ANDARD / 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. 1.2.	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.
ST ANDARD / COURSE		English 3 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.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
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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;
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE	I	English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVELELA.E4.AEvaluate and critique the text structure(s) and features within an informational text and how an author could make theEXAMPLE /OR.5.2.text more effective.STAGE

ST AND ARD / E COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	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

#### ST ANDARD / 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

ST ANDARD / COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.R.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.
ST ANDARD / 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. 1.2.	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.
ST ANDARD / COURSE		English 4 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.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
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS /		Written and Oral Communications (C)

ESSENTIAL		
PERFORMANC E 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:

## STANDARD / COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / ST ANDARD	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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)

PERFORMANC E 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)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	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

## English 1 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.E1. AOR.8.1.	Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:
INDICATOR	ELA.E1.A OR.8.1.a.	interpret figures of speech (e.g., pun) in context and analyze how they function within a text;

### STANDARD / COURSE

English 1 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	Research(R)
PERFORMANC E DESCRIPTOR / STANDARD	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

QUESTION

#### STANDARD / English 1 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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;
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL		Written and Oral Communications (C)

PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.

ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / ST ANDARD	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 LEVELELA.E2.AAnalyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectivesEXAMPLE /OR.3.1.of the characters and the reader (e.g., situational, dramatic, or verbal irony).STAGE

# ST ANDARD / COURSE English 2 Standards KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION Applications of Reading (AOR)

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

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

 STANDARD
 Valuate and critique how an author uses words, phrases, and text structures to craft text.

GRADE LEVELELA.E2.AAnalyze how an author's choices concerning how to structure a literary text, order events within it, and manipulateEXAMPLE /OR.5.1.time, create effects such as mystery, tension, or surprise.STAGE

# STANDARD / English 2 Standards

COURSE

QUESTION

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

#### ST ANDARD / English 2 Standards COURSE

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.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
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL		Applications of Reading (AOR)

PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.AO R.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 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).
ST ANDARD / COURSE		English 2 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.E2.R. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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;
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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)
PERFORMANC E 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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE /	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.

EXAMPLE / 5.1. and style appropriate to audience, purpose, and task. STAGE

ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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)
PERFORMANC E 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)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.

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

ST ANDARD / COURSE	English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	Applications of Reading (AOR)	

 PERFORMANC
 ELA.AO
 Summarize and paraphrase text to support comprehension and understanding.

 DESCRIPTOR /
 STANDARD
 Summarize and paraphrase text to support comprehension and understanding.

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

 EXAMPLE /
 OR.6.1.

 STAGE
 OR.6.1.

#### STANDARD / English 3 Standards COURSE

KNOWLEDGE Applications of Reading (AOR) AND SKILLS / ESSENTIAL QUESTION PERFORMANC ELA.AO Determine or clarify the meaning of unknown and multiple-meaning words and phrases. E R.7. **DESCRIPTOR /** STANDARD GRADE LEVEL ELA.E3. 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.E3.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.E3.A use background or prior knowledge to determine or clarify the meanings of words; and OR.7.1.b.

ST ANDARD / English 3 Standards COURSE

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.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).

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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.C.3.	Write narratives to develop real or imagined experiences using effective techniques.

GRADE LEVE EXAMPLE / STAGE	L 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. engage the reader by establishing a situation, setting up a problem or observation and establishing its significance;
	3.1.b.

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;
	FLA F3 C	use precise words and phrases details and figurative language to develop the experiences events setting and/or

# INDICATOR ELA.E3.C. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or 3.1.e. 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)
PERFORMANC E DESCRIPTOR / ST ANDARD	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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS /		Written and Oral Communications (C)
ESSENTIAL QUESTION		
QUESTION	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
QUESTION PERFORMANC E DESCRIPTOR /		Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task. Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.
QUESTION PERFORMANC E DESCRIPTOR / STANDARD	ELA.E3.C. 5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity
QUESTION PERFORMANC E DESCRIPTOR / STANDARD / GRADE LEVEL EXAMPLE / STAGE STANDARD /	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.
QUESTION PERFORMANC E DESCRIPTOR / STANDARD / STADE LEVEL EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E3.C. 5.1. ELA.E4.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task. English 4 Standards

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

ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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 / English 4 Standards COURSE

COURSE		
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		Research(R)

 QUESTION

 PERFORMANC

 E

 DESCRIPTOR /

 STANDARD

 GRADE LEVEL
 ELA.E4.R. Follow a standard academic style guide for citation to avoid plagiarism.

 EXAMPLE /
 1.5.

 STAGE
 1.5.

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and

### ST ANDARD / COURSE

English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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 21 Page 237-240
		South Carolina Standards & Learning
		Language Arts
		Grade 9 - Adopted: 2023
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE		Overarching Expectations (OE)

 PERFORMANC
 ELA.E1.0
 Read and write for a variety of purposes, including academic and personal, for extended periods of time.

 E DESCRIPTOR
 E.1.

 / STANDARD

PERFORMANCELA.E1.0Cite evidence to explain and justify reasoning.E DESCRIPTORE.5./ STANDARD

PERFORMANC ELA.E1.0 Create quality work by adhering to an accepted format. E DESCRIPTOR E.6. / STANDARD

ST ANDARD / COURSE	English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL	Applications of Reading (AOR)

AND SKILLS / ESSENTIAL QUESTION

QUESTION

PERFORMANC E 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)
PERFORMANC E DESCRIPT OR / ST ANDARD	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)
PERFORMANC		
E DESCRIPTOR / STANDARD	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
E DESCRIPTOR /		Evaluate and critique how an author uses words, phrases, and text structures to craft text. 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.
E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	<b>R.5.</b> 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
E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE STANDARD /	<b>R.5.</b> 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.

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

ST ANDARD / COURSE	Engl	ish 1 Standards		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	Арр	lications 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
ST ANDARD / COURSE		English 1 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.E1. AOR.8.1.	Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:
INDICATOR	ELA.E1.A OR.8.1.a.	interpret figures of speech (e.g., pun) in context and analyze how they function within a text;
INDICATOR	ELA.E1.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).
ST ANDARD / 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E	ELA.C.2.	Write informative/expository texts to analyze and explain complex ideas and information.

E DESCRIPTOR / STANDARD

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;
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.EI.C.	use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a
	4.1.b.	conjunctive adverb; use a hyphen to create a compound modifier;

4.1.a.

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.
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.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.

STAGE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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 LEVELELA.E2.AAnalyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectivesEXAMPLE /OR.3.1.of the characters and the reader (e.g., situational, dramatic, or verbal irony).STAGE

### ST ANDARD / English 2 Standards COURSE

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

### ST ANDARD / English 2 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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 / English 2 Standards

COURSE

English 2 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.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	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;

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

ST ANDARD / COURSE English 2 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.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 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).
ST ANDARD / COURSE		English 2 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.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)
PERFORMANC E 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

ST ANDARD / COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	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.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS /		Written and Oral Communications (C)
ESSENTIAL		
	ELA.C.4	Demonstrate command of standard English grammar and conventions when writing.
QUESTION PERFORMANC E DESCRIPTOR /	ELA.C.4 ELA.E2. C.4.1.	Demonstrate command of standard English grammar and conventions when writing. Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	ELA.E2. C.4.1.	Use the rules of and make intentional decisions about standard English grammar and conventions to
QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE	ELA.E2. C.4.1. ELA.E2.C. 4.1.a.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE INDICATOR	ELA.E2. C.4.1. ELA.E2.C. 4.1.a. ELA.E2.C. 4.1.b.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: apply knowledge of rules for capitalization; 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
QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE INDICATOR INDICATOR	ELA.E2. C.4.1. ELA.E2.C. 4.1.a. ELA.E2.C. 4.1.b. ELA.E2.C. 4.1.c.	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: apply knowledge of rules for capitalization; 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;

COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR /	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
STANDARD		
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.
ST ANDARD / COURSE	I	English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD		Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.

## STANDARD /

### English 2 Standards

GRADE LEVELELA.E3.AAnalyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, orEXAMPLE /OR.3.1.irony) in order to understand the perspective(s).STAGE

STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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:

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

ST ANDARD / COURSE	English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL	Applications of Reading (AOR)

QUESTION

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.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).
ST ANDARD / 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)
PERFORMANC E 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
ST ANDARD / COURSE		English 3 Standards
		English 3 Standards Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.C.3.	-
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /	ELA.C.3. ELA.E3. C.3.1.	Written and Oral Communications (C)

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.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / ST ANDARD	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)
PERFORMANC E DESCRIPTOR / ST ANDARD	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.

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / ST ANDARD	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

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		

ST ANDARD / English 4 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E 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.
		Analyze a literary text distinguishing between what is directly stated and what is intended (e.g. satire sarcasm

GRADE LEVELELA.E4.AAnalyze 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 onSTAGEthe content and style of the text.

ST ANDARD / Englis COURSE

English 4 Standards

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

GRADE LEVELELA.E4.AEvaluate and critique how an author uses diction, syntax, and text structure to create effects and contribute to theEXAMPLE /OR.5.1.overall meaning in a literary text.STAGE

ST ANDARD / COURSE	Eng	lish	4 St	andards	;	

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	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 / English 4 Standards COURSE

KNOWLEDGE Applications of Reading (AOR) AND SKILLS / ESSENTIAL QUESTION PERFORMANC ELA.AO Determine or clarify the meaning of unknown and multiple-meaning words and phrases. R.7. E DESCRIPTOR / STANDARD GRADE LEVEL ELA.E4. 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.E4.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.E4.A use background or prior knowledge to determine or clarify the meanings of words; and OR.7.1.b.

STANDARD / English 4 Standards COURSE

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;

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
 ELA.E4.R. Follow a standard academic style guide for citation to avoid plagiarism.

 EXAMPLE /
 1.5.

 STAGE
 1.5.

### ST ANDARD / English 4 Standards COURSE

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

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E 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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL	ELA.E4.C	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity

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