Main Criteria: Structure and Style for Students Secondary Criteria: South Carolina Standards & Learning Subject: Language Arts Grade: 10

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

South Carolina Standards & Learning

Language Arts

Grade **10** - 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		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 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.5.2.	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 DESCRIPT OR / ST ANDARD	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

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.
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 / ESSENT IAL 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;
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.	apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense,
	4.1.e.	number, voice, and mood; and

INDICATORELA.E1.C.use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a4.1.f.variety of publication media.

ST ANDARD / English 1 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 LEVELELA.E1.C.Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarityEXAMPLE /5.1.and cohesiveness.STAGESTAGE

STANDARD / English 1 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.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.	demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume,

7.1.a. clear pronunciation, pacing);

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

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		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)

STANDARD /

English 2 Standards

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

 EXAMPLE /
 OR.6.1.

 STAGE

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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)
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. 1.4.	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.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2. C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C. 2.1.b.	develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience;

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

STANDARD /	
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.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)
DEDEODMANIC	FLACE	Paving writing to improve elevity and enhance style entropyiets to audience, nympose, and task

STANDARD

GRADE LEVELELA.E2.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.STAGESTAGESTAGE

ST ANDARD / 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.

ST ANDARD / COURSE	English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	Written and Oral Communications (C)
PERFORMANC E	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

E DESCRIPTOR / STANDARD		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
		consider new ideas and diverse perspectives of others when forming opinions about a tonic text or issue; qualify or

INDICATORELA.E2.C. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or
8.1.b.studyjustify views based on evidence.

STANDARD / English 3 Standards

R.5.

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DESCRIPTOR / STANDARD

COURSE

KNOWLEDGE **Overarching Expectations (OE)** AND SKILLS / ESSENTIAL QUESTION PERFORMANC ELA.E3.0 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 Collaborate with others and use active listening skills. E DESCRIPTOR E.4. / STANDARD PERFORMANC ELA.E3.O Cite evidence to explain and justify reasoning. E DESCRIPTOR E.5. / STANDARD ELA.E3.O Create quality work by adhering to an accepted format. PERFORMANC E DESCRIPTOR E.6. / STANDARD 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.

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

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

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 / 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

English 3 Standards

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 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 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.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.
E DESCRIPTOR /	R.6.	Summarize and paraphrase text to support comprehension and understanding.
E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	R.6.	
E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE ST ANDARD /	R.6.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE / STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	R.6.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE / STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION PERFORMANC E DESCRIPT OR /	R.6. ELA.E4.A OR.6.1. ELA.AO R.7. ELA.E4.	Summarize and/or paraphrase content from grade-level text to enhance comprehension. English 4 Standards Applications of Reading (AOR)
E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	R.6. ELA.E4.A OR.6.1. ELA.AO R.7. ELA.E4.	Summarize and/or paraphrase content from grade-level text to enhance comprehension. English 4 Standards Applications of Reading (AOR) Determine or clarify the meaning of unknown and multiple-meaning words and phrases. Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases,

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.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 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.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 .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		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.E4. C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E4.C .8.1.a.	engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and
INDICATOR	ELA.E4.C .8.1.b.	consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

South Carolina Standards & Learning Language Arts Grade 10 - 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		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
		English 1 Standards Applications of Reading (AOR)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.AO R.1.	
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /	R.1.	Applications of Reading (AOR)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE /	R.1. ELA.E1.A	Applications of Reading (AOR) Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD /	R.1. ELA.E1.A	Applications of Reading (AOR) 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.
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	R.1. ELA.E1.A	Applications of Reading (AOR) 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. 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		Applications of Reading (AOR)
QUESTION		

GRADE LEVEL	ELA.E1.A	Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level
EXAMPLE /	OR.9.1.	content.
STAGE		

STANDARD / English 1 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENT IAL 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

STANDARD / English 1 Standards COURSE

KNOWLEDGE Written and Oral Communications (C) AND SKILLS / ESSENTIAL QUESTION PERFORMANC ELA.C.1. Write arguments to support claims with clear reasons and relevant evidence. E DESCRIPTOR / STANDARD GRADE LEVEL ELA.E1. Write arguments to support claims in an analysis of a topic or texts. When writing: EXAMPLE / C.1.1. STAGE INDICATOR ELA.E1.C. establish a tone and style appropriate to the purpose; and 1.1.d. 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.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
		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 /	ELA.C.5.	Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE /	ELA.C.5. 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 / ST ANDARD / ST ANDARD /	ELA.C.5. 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 DESCRIPTOR / STANDARD / GRADE LEVEL EXAMPLE / STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.C.5. 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. English 1 Standards

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 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 / 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;
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		Applications of Reading (AOR)
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.AO R.9.	Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.
GRADE LEVEL	ELA.E2.A	Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level

EXAMPLE / OR.9.1. content.

STAGE

ST ANDARD / 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.

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;
ST ANDARD / COURSE		English 2 Standards

KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION		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 2 Standards
		Written and Oral Communications (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		
AND SKILLS / ESSENTIAL	ELA.C.7.	Organize and communicate ideas through a range of formats to engage a variety of audiences.

GRADE LEVEL
EXAMPLE /
STAGEELA.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.

ST ANDARD / COURSE	English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	Written and Oral Communications (C)
PERFORMANC E	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

E DESCRIPTOR / STANDARD		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
		consider new ideas and diverse perspectives of others when forming opinions about a tonic text or issue; qualify or

INDICATORELA.E2.C. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or
8.1.b.studyjustify views based on evidence.

STANDARD / English 3 Standards

R.5.

E

DESCRIPTOR / STANDARD

COURSE

KNOWLEDGE **Overarching Expectations (OE)** AND SKILLS / ESSENTIAL QUESTION PERFORMANC ELA.E3.0 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 Collaborate with others and use active listening skills. E DESCRIPTOR E.4. / STANDARD PERFORMANC ELA.E3.O Cite evidence to explain and justify reasoning. E DESCRIPTOR E.5. / STANDARD ELA.E3.O Create quality work by adhering to an accepted format. PERFORMANC E DESCRIPTOR E.6. / STANDARD 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.

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.
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:
EXAMPLE /		choosing from an array of strategies:
EXAMPLE / STAGE	AOR.7.1. ELA.E3.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;
EXAMPLE / STAGE	AOR.7.1. ELA.E3.A OR.7.1.a. ELA.E3.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;
EXAMPLE / STAGE INDICATOR INDICATOR STANDARD /	AOR.7.1. ELA.E3.A OR.7.1.a. ELA.E3.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; use background or prior knowledge to determine or clarify the meanings of words; and
EXAMPLE / STAGE INDICATOR INDICATOR STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	AOR.7.1. ELA.E3.A OR.7.1.a. ELA.E3.A	<pre>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; use background or prior knowledge to determine or clarify the meanings of words; and English 3 Standards</pre>

ST ANDARD / English 3 Standards COURSE

KNOWLEDGE AND SKILLS / 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.E3.R. 1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL 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.
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 / 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.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)

QUESTION		
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 / English 4 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR	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
		English 4 Standards Applications of Reading (AOR)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.AO R.5.	-

ST ANDARD / English 4 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.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:

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.

STANDARD / English 4 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.9.	Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.
GRADE LEVEL	ELA.E4.A	Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level

EXAMPLE / OR.9.1. content. STAGE

STANDARD / English 4 Standards COURSE

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

 GRADE LEVEL
 ELA.E4.R. Synthesize and logically organize findings as relevant to the purpose and audience.

 EXAMPLE /
 1.4.

 STAGE
 1.4.

ST ANDARD / English 4 Standards COURSE

KNOWLEDGE Written and Oral Communications (C) AND SKILLS / ESSENTIAL QUESTION PERFORMANC ELA.C.2. Write informative/expository texts to analyze and explain complex ideas and information. E DESCRIPTOR / **STANDARD** GRADE LEVEL ELA.E4. Write informative/expository texts to convey complex ideas and concepts while analyzing complex EXAMPLE / C.2.1. texts. When writing: STAGE INDICATOR ELA.E4.C introduce a topic and organize complex concepts and information so that each new element builds on what .2.1.a. 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 use precise language and vocabulary appropriate to the complexity of the topic; .2.1.d.

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.
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);
ST ANDARD / COURSE		English 4 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.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 10 - 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		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.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

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

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	
EXAMPLE / STAGE	OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
	OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
STAGE	OR.6.1.	
STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	OR.6.1.	English 1 Standards

 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 OR.7.1.b.

 STANDARD / 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 /	ELA.C.4	Demonstrate command of standard English grammar and conventions when writing.
STANDARD		
	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:
STANDARD GRADE LEVEL EXAMPLE /	C.4.1.	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;
ST ANDARD GRADE LEVEL EXAMPLE / ST AGE	C.4.1. ELA.E1.C. 4.1.a.	write compositions with varied sentence structures. When writing:
ST ANDARD GRADE LEVEL EXAMPLE / ST AGE	C.4.1. ELA.E1.C. 4.1.a. ELA.E1.C. 4.1.b.	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
ST ANDARD GRADE LEVEL EXAMPLE / ST AGE INDICATOR	C.4.1. ELA.E1.C. 4.1.a. ELA.E1.C. 4.1.b. ELA.E1.C. 4.1.c.	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;
ST ANDARD GRADE LEVEL EXAMPLE / ST AGE INDICATOR INDICATOR	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.	<pre>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,</pre>
ST ANDARD GRADE LEVEL EXAMPLE / ST AGE INDICATOR INDICATOR INDICATOR INDICATOR	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. ELA.E1.C.	<pre>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, number, voice, and mood; and use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a</pre>
ST ANDARD GRADE LEVEL EXAMPLE / ST AGE INDICATOR INDICATOR INDICATOR INDICATOR ST ANDARD /	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. ELA.E1.C.	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, number, voice, and mood; and use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

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 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);
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.
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.

E R.1. DESCRIPTOR / STANDARD R.1. GRADE LEVEL ELA.E2A EXAMPLE / STAGE OR.1.1. STANDARD / STANDARD / COURSE English 2 Standards KNOWLEDGE AND SKILLS / ESSENTIAL / ESSENTIAL / ESSENTIAN Applications of Reading (AOR) PERFORMANCE ESCRIPTOR / STANDARD ELA.AO PERFORMANCE F STANDARD Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.			
EDESCRIPTOR E.S. PERFORMANC E.A.E.2.0 Create quality work by adhering to an accepted format. EDESCRIPTOR E.S. STANDARD / English 2 Standards COURSE Applications of Reading (AOR) ENSERTIAL QueStrinon FERFORMANC ELA.E2.0 FERFORMANC ELA.E2.A Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style GRADE LEVEL ELA.E2.A Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style STANDARD / OR.1.1 GRADE LEVEL ELA.E2.A Applications of Reading (AOR) STANDARD / Evaluate how an author's choice of point of view or perspective shapes style and meaning within and ecross literary texts. STANDARD / CR.3. Evaluate how an author's choice of point of view or perspective shapes style and meaning within and ecross literary texts.	E DESCRIPTOR		Collaborate with others and use active listening skills.
EDESCRIPTOR E.G. STANDARD / COURSE English 2 Standards STANDARD / COURSE Applications of Reading (AOR) RND SKILLS / ESSENTIAL QUESTION ELA.AO EERFORMANC EDESCRIPTOR / STANDARD ELA.AO EARD SLEVEL EXAMPLE / OR.1 ELA.E2.A Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style EXAMPLE / OR.1 STANDARD / COURSE ELA.E2.A Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style EXAMPLE / OR.1 STANDARD / COURSE English 2 Standards STANDARD / COURSE English 2 Standards STANDARD / COURSE Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. STANDARD / COURSE ELA.E2.A GRADE LEVEL EXAMPLE / STANDARD / COR31 ELA.E2.A Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspective standard, dramate, or verbal iony). STANDARD / COURSE English 2 Standards STANDARD / COURSE English 2 Standards	E DESCRIPTOR		Cite evidence to explain and justify reasoning.
COURSE Applications of Reading (AOR) PERFORMANC QUESTION ELA.AO R.1. Evaluate and critique key literary elements that enhance and deepen meaning within and across texts PERFORMANC DESCRIPTOR/ STANDARD / COURSE ELA.AO R.1. Evaluate and critique key literary elements that enhance and deepen meaning within and across texts GRADE LEVEL EXAMPLE / COURSE ELA.EZA OR.1. Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts. STANDARD / COURSE ELA.EZA Paplications of Reading (AOR) Applications of Reading (AOR) NOWLEDGE AND SKILLS / ESSENTIAL QUESTION Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. GRADE LEVEL ESSENTIAL QUESTION ELA.EZA 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 / COURSE ELA.EZA R.3. Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspective of the characters and the reader (e.g., situational, dramate, or verbal irony). STANDARD / COURSE English 2 Standards KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION Applications of Reading (AOR)	E DESCRIPTOR		Create quality work by adhering to an accepted format.
AND SKILLS / ESSENTIAL QUESTION Evaluate and critique key literary elements that enhance and deepen meaning within and across texts PERFORMANC E STAGE ELA.AO E 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 STANDARD / COURSE ELA.E2.A OR.1.1 English 2 Standards STANDARD / COURSE English 2 Standards RNOWLEDGE AND SKILLS / ESSENTIAL QUESTION Applications of Reading (AOR) PERFORMANC ELEVEL ELA.E2.A STANDARD Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. GRADE LEVEL EVEL ELA.E2.A STANDARD Evaluate how an author reates effects such as suspense, humor, or sarcasm through differences in the perspective of the characters and the reader (e.g., situational, dramate, or verbal irony). GRADE LEVEL EVAMPLE / STAGE English 2 Standards COURSE English 2 Standards			English 2 Standards
E F.1. GRADE LEVEL ELA.E2.A Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts. STARGE OR.1. STARDARD / OR.1. STANDARD / OR.1. STANDARD / OR.1. STANDARD / English 2 Standards COURSE English 2 Standards RNOWLEDGE / Applications of Reading (AOR) PERFORMANC ELA.AO PERFORMANC POR / R.3. GRADE LEVEL ELA.E2.A Analyze how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. STANDARD / COURSE GRADE LEVEL ELA.E2.A Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspective of the characters and the reader (e.g., situational, dramatic, or verbal irony). STAGE English 2 Standards COURSE English 2 Standards ND SKILLS / ESSENTIAL Applications of Reading (AOR) Applications of Reading (AOR) Applications of Reading (AOR)	AND SKILLS / ESSENTIAL		Applications of Reading (AOR)
EXAMPLE / STAGE OR.1.1. within and across texts. STAGE English 2 Standards COURSE English 2 Standards KNOWLEDGE Applications of Reading (AOR) PERFORMANC E SOUTIAL QUESTION ELA.AO E STANDARD / COURSE Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. PERFORMANC E SCRIPT OR / STANDARD / STANDARD / STANDARD / OR.3.1. Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspective of the characters and the reader (e.g., situational, dramatic, or verbal irony). STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / OR.3.1. English 2 Standards KNOWLEDGE English 2 Standards	E DESCRIPTOR /		Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
COURSE KNOWLEDCE AND SKILLS / ESSENTIAL QUESTION Applications of Reading (AOR) PERFORMANC EDESCRIPTOR / 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 / OR.3.1. ELA.E2A OR.3.1. Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspective of the characters and the reader (e.g., situational, dramatic, or verbal irony). STANDARD / COURSE English 2 Standards KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION Applications of Reading (AOR)	EXAMPLE /		
AND SKILLS / ESSENTIAL QUESTION ELA.AO PERFORMANC E 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.E2A OR.3.1. OR.3.1. OR.3.1. OR.3.1. OR.3.1. Or eater (e.g., situational, dramatic, or verbal irony). STANDARD / English 2 Standards KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION Applications of Reading (AOR)			English 2 Standards
E R.3. across literary texts. GRADE LEVEL ELA.E2.A Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspective STANDARD / OR.3.1. of the characters and the reader (e.g., situational, dramatic, or verbal irony). STANDARD / English 2 Standards KNOWLEDGE Applications of Reading (AOR)	AND SKILLS / ESSENTIAL		Applications of Reading (AOR)
EXAMPLE / STAGE OR.3.1. of the characters and the reader (e.g., situational, dramatic, or verbal irony). STARE English 2 Standards KNOWLEDGE Applications of Reading (AOR) Applications of Reading (AOR) Image: Comparison of the characters and the reader (e.g., situational, dramatic, or verbal irony).	E DESCRIPTOR /	R.3.	
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION Applications of Reading (AOR)	EXAMPLE /		
AND SKILLS / ESSENTIAL QUESTION			English 2 Standards
PERFORMANC ELA.AO Evaluate and critique how an author uses words, phrases, and text structures to craft text.	AND SKILLS / ESSENTIAL		Applications of Reading (AOR)
E R.5. DESCRIPTOR / STANDARD	E DESCRIPTOR /		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	EXAMPLE /		

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.E2.A OR.6.1.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.

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		use context (e.g., the overall meaning of a contense, heregraph or text a word's position or function in a contense)
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;

STANDARD / COURSE

STAGE

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 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	ELA.E2.	Present information, findings, and supporting evidence clearly and concisely with a logical

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

 GRADE LEVEL
 ELA.E3.A
 Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or

 EXAMPLE /
 OR.1.1.
 style within and across texts.

 STAGE
 STAGE

STANDARD / English 3 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	ELA.E3.A	Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, or

EXAMPLE / OR.3.1. irony) in order to understand the perspective(s). STAGE

STANDARD / English 3 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.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
QUESTIONApplications of Reading (AOR)PERFORMANC
E
DESCRIPTOR /
STANDARDELA.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.

STANDARD / English 3 Standards COURSE

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.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 / English 3 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 /	ELA.E3.	Use the rules of and make intentional decisions about standard English grammar and conventions to
STAGE	C.4.1.	write compositions with varied sentence structures. When writing:
		apply knowledge of rules for capitalization and punctuation;

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 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 3 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL 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.
STANDARD / 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	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 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)

	R.6.	Summarize and paraphrase text to support comprehension and understanding.
1		

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 OR.7.1.a.	use context (e.g., the overall meaning of 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		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;

II	NDICATOR	ELA.E4.C .3.1.d.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;
II	NDICATOR	ELA.E4.C .3.1.e.	use precise words and language to develop the experiences, events, setting, and/or characters; and
	TANDARD / OURSE		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	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.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);
ST ANDARD / COURSE		English 4 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.E4. C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E4.C .8.1.a.	engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and
INDICATOR	ELA.E4.C .8.1.b.	consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56
		South Carolina Standards & Learning Language Arts
		Grade 10 - 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		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.
STANDARD / COURSE		English 1 Standards

Applications of Reading (AOR)

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION

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.

ST ANDARD / English 1 Standards COURSE

ST ANDARD / COURSE		English 2 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		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)
ST ANDARD / COURSE		English 2 Standards
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.
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
GRADE LEVEL EXAMPLE / STAGE	ELA.E1. C.8.1.	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:
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.
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

KNOWLEDGE AND SKILLS / ESSENT IAL 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.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 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 / 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.5.1.	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 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		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 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.
STANDARD / 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	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.

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

ST ANDARD / English 3 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENT IAL 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.E3.A	Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, or

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

STANDARD / English 3 Standards COURSE

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.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

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.
		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

English 3 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.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 /	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:
STAGE		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.	use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or
	3.1.d.	characters;

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

ST ANDARD / English 3 Standards COURSE

COURCE		
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.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.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 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.
STANDARD / 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 /	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

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.5.1.	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 DESCRIPT OR / ST ANDARD	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		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.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 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)
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.E4.C .5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

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.E4. C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E4.C .8.1.a.	engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and
INDICATOR	ELA.E4.C .8.1.b.	consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.
		UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70
		South Carolina Standards & Learning Language Arts Grade 10 - 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		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 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.E1.A OR.1.1.	Analyze how perspective, context, and/or key elements deepen meaning or enhance style.
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 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.
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 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.
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.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.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 LEVELELA.E1.C.Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarityEXAMPLE /5.1.and cohesiveness.STAGESTAGE

ST ANDARD / English 1 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.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.	demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume,

7.1.a. 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.
STANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)

PERFORMANC ELA.E2.0 Read and write for a variety of purposes, including academic and personal, for extended periods of time. E DESCRIPTOR E.1. / STANDARD

PERFORMANCELA.E2.0Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital,E DESCRIPTORE.2.and interactive texts./ STANDARD

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.
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 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 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. 1.4.	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.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.f.	provide a concluding statement or section that supports the information presented.
ST ANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION		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.
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 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.
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.
STANDARD / 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:
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.

STANDARD /

STANDARD

English 3 Standards

GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R. 1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
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.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

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 / English 3 Standards COURSE

7.1.a.

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

STANDARD /

QUESTION

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.
STANDARD / COURSE	I	English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL		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 / 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		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.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.
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	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 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);
ST ANDARD / COURSE		English 4 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.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 10 - 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	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

ST ANDARD / English 1 Standards COURSE

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		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.
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 DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE	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 / STANDARD GRADE LEVEL EXAMPLE / STAGE INDICATOR STANDARD /	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 DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE INDICATOR STANDARD / 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 Written and Oral Communications (C)

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 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 / ESSENT IAL QUEST ION		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.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 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 / ESSENT IAL 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.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. 1.4.	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. 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 / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
		Improve writing by planning, editing, and considering feedback from edults and nears and reviews to enterest election

GRADE LEVELELA.E2.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

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.
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.
E DESCRIPTOR /		
E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	R.5.	Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text
E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE STANDARD /	R.5.	Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.
E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	R.5.	Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.
E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENT IAL QUESTION PERFORMANC E DESCRIPTOR /	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.
E DESCRIPT OR / STANDARD / CRADE LEVEL EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / STANDARD / CRADE LEVEL EXAMPLE /	ELA.E3.A OR.5.2. ELA.AO R.6. ELA.E3.A	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.
E DESCRIPT OR / STANDARD / CRADE LEVEL EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / STANDARD / STANDARD /	ELA.E3.A OR.5.2. ELA.AO R.6. ELA.E3.A	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. Summarize and/or paraphrase content from grade-level text to enhance comprehension.

STANDARD /

English 3 Standards

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. 1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
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 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 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		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.

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 / 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		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.
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	use precise language and vocabulary appropriate to the complexity of the topic;
	.2.1.0.	
ST ANDARD / COURSE		English 4 Standards
		English 4 Standards Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.C.4	
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.C.4 ELA.E4. C.4.1.	Written and Oral Communications (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
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE	ELA.C.4 ELA.E4. C.4.1.	Written and Oral Communications (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 and punctuation;
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE INDICATOR	ELA.C.4 ELA.E4. C.4.1. ELA.E4.C .4.1.a. ELA.E4.C	Written and Oral Communications (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 and punctuation;

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 5: WRITING FROM PICTURES Week 7 Page 83-90
		South Carolina Standards & Learning
		Language Arts
		Grade 10 - 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 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	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.

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

ST ANDARD / English 1 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.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;
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 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		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.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
 ELA.E2.R. Follow a standard academic style guide for citation to avoid plagiarism.

 EXAMPLE /
 1.5.

 STAGE
 STAGE

ST ANDARD / English 2 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION		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.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 / English 2 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.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 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		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.E3.0 Create quality work by adhering to an accepted format. E DESCRIPTOR E.6. / STANDARD

STANDARD / 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		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.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 / 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.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.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		
		Research(R)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.R.1.	-
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /		Research(R) Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	ELA.E4.R.	Research(R) Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD / STANDARD /	ELA.E4.R.	Research(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.
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E4.R.	Research(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. English 4 Standards
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC EDESCRIPTOR / STANDARD / GRADE LEVEL EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC EDESCRIPTOR /	ELA.E4.R. 1.5.	Research(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. English 4 Standards Written and Oral Communications (C)

 INDICATOR
 ELA.E4.C
 introduce a topic and organize complex concepts and information so that each new element builds on what

 .2.1.a.
 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 5: WRITING FROM PICTURES Week 8 Page 91-100
		South Carolina Standards & Learning Language Arts Grade 10 - Adopted: 2023
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS /		Overarching Expectations (OE)

ESSENTIAL QUESTION

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 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
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION		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 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 / ESSENT IAL QUEST ION		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		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.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. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.

STANDARD /	
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
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

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 / 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 / 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
STANDARD / COURSE		English 3 Standards

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.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 / ST ANDARD	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. 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;

- INDICATORELA.E3.C.use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or
3.1.e.3.1.e.characters; and
- STANDARD / English 3 Standards COURSE

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

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 / 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

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 I EVEL	FLA F4 R	Follow a standard academic style quide for citation to avoid plagiarism.

GRADE LEVELELA.E4.R. Follow a standard academic style guide for citation to avoid plagiarism.EXAMPLE /1.5.STAGE

ST ANDARD / 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.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	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 5: WRITING FROM PICTURES Week 9 Page 101-108
		South Carolina Standards & Learning Language Arts Grade 10 - 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 / ESSENT IAL QUEST ION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	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.

 EXAMPLE /
 OR.2.2.

 STAGE

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		Research(R)

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

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

STAGE

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.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.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C. 2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
ST ANDARD / COURSE		English 1 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.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.
STANDARD /		
COURSE		English 2 Standards
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		English 2 Standards 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
SCONDE		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.C.1.	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /	ELA.C.1. ELA.E2. C.1.1.	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE /	ELA.E2. C.1.1.	Write arguments to support claims with clear reasons and relevant evidence.
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE	ELA.E2. C.1.1. ELA.E2.C. 1.1.d.	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:
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / STANDARD / GRADE LEVEL EXAMPLE / STAGE INDICATOR	ELA.E2. C.1.1. ELA.E2.C. 1.1.d.	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: establish a tone and style appropriate to the purpose and audience; and
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE INDICATOR STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E2. C.1.1. ELA.E2.C. 1.1.d.	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: establish a tone and style appropriate to the purpose and audience; and English 2 Standards Written and Oral Communications (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE INDICATOR STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /	ELA.E2. C.1.1. ELA.E2.C. 1.1.d.	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: establish a tone and style appropriate to the purpose and audience; and English 2 Standards Written and Oral Communications (C)

INDICATOR	ELA.E2.C. 2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E2.C. 2.1.b.	develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience;
INDICATOR	ELA.E2.C. 2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C. 2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
STANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR /	ELA.C.4	Demonstrate command of standard English grammar and conventions when writing.
STANDARD		
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	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
E DESCRIPTOR / STANDARD		
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		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.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.

STAGE

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.c.	use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts;
INDICATOR	ELA.E3.C. 2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
ST ANDARD / COURSE		English 3 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.E3. C.4.1.	
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	ELA.E3. 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.E3. C.4.1. ELA.E3.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 / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE	ELA.E3. C.4.1. ELA.E3.C. 4.1.a. ELA.E3.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 and punctuation; apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense,
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE INDICATOR	ELA.E3. C.4.1. ELA.E3.C. 4.1.a. ELA.E3.C. 4.1.b. ELA.E3.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 and punctuation; apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a

STANDARD / COURSE English 3 Standards

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.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.
STANDARD / 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 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		Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
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 GRADE LEVEL
 ELA.E4.R. Follow a standard academic style guide for citation to avoid plagiarism.

 EXAMPLE /
 1.5.

 STAGE
 1.5.

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.c.	use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;

ST ANDARD / 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.

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 / 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 109-120
		South Carolina Standards & Learning Language Arts Grade 10 - Adopted: 2023
ST ANDARD / COURSE	I	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.

ST ANDARD / COURSE

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

ST ANDARD / English 1 Standards COURSE

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		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. 1.3.	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 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.
STANDARD / 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 /	ELA.E1.C. 5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STAGE

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

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

English 1 Standards

STANDARD

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 AND ARD	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 / 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.1.1.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
INDICATOR		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. 1.3.	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.
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 / ST AGE	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 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.
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 / ESSENT IAL 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 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.5.2.	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 / 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	use background or prior knowledge to determine or clarify the meanings of words; and

OR.7.1.b.

STANDARD / COURSE

English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC E DESCRIPT OR / ST ANDARD		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.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. 1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION		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;
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 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.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 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.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 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.
EXAMPLE /		
EXAMPLE / STAGE ST ANDARD /		text more effective.
EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL		text more effective. English 4 Standards
EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /	OR.5.2.	text more effective. English 4 Standards Applications of Reading (AOR)

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		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.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 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. 1.3.	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 /		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 LEVELELA.E4.CImprove 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

STANDARD

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.E4. C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E4.C .8.1.a.	engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and
INDICATOR	ELA.E4.C .8.1.b.	consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138
		South Carolina Standards & Learning Language Arts Grade 10 - 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 /	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 tex 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.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
 OR.6.1.

ST ANDARD / English 1 Standards COURSE

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. 1.3.	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 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.
STANDARD / 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 /	ELA.E1.C. 5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

STAGE

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.

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.
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. 1.3.	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.

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

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.
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.
STANDARD / 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:
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

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 EXAMPLE / STAGE	ELA.E3.R. 1.3.	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R. 1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE		English 3 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
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. introduce a topic and organize complex concepts and information; 2.1.a.

INDICATOR	ELA.E3.C. 2.1.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C. 2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
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.
STANDARD / COURSE		English 3 Standards
		English 3 Standards Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.C.5.	
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.E3.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 enhance clarity
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD / STANDARD /	ELA.E3.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 enhance clarity and style appropriate to audience, purpose, and task.
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD / COURSE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E3.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 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.
ST ANDARD / COURSE		English 4 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.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
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. 1.3.	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 /		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.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

DESCRIPTOR / STANDARD

PERFORMANC

Е

GRADE LEVELELA.E4.CImprove 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

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

South Carolina Standards & Learning

Language Arts

Grade 10 - Adopted: 2023

		Grade 10 - 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	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 / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION		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.5.2.	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 DESCRIPT OR / ST ANDARD	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 / 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
STANDARD / 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 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. 1.3.	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 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 / ESSENT IAL 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;
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION		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 DESCRIPT OR / ST ANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

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

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	Applications of Reading (AOR)

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.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 /		Applications of Reading (AOR)

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.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 / 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 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. 1.2.	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.
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
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;
ST ANDARD / COURSE		English 2 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.
DESCRIPTOR / STANDARD		
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.
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		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

		English 2 Standarda
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	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
DESCRIPTOR / STANDARD		
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	ELA.AO R.6.	Summarize and paraphrase text to support comprehension and understanding.
PERFORMANC E DESCRIPTOR /		
PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	R.6. ELA.E3.A OR.6.1.	Summarize and paraphrase text to support comprehension and understanding.
PERFORMANC E DESCRIPT OR / ST ANDARD / GRADE LEVEL EXAMPLE / STAGE	R.6. ELA.E3.A OR.6.1.	Summarize and paraphrase text to support comprehension and understanding.

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.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 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.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
		English 3 Standards Research(R)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.R.1.	-
COURSE 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
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	ELA.E3.R. 1.2.	Research(R) Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE /	ELA.E3.R. 1.2. ELA.E3.R. 1.3.	Research(R) Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and 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.
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE /	ELA.E3.R. 1.2. ELA.E3.R. 1.3. ELA.E3.R. 1.4.	Research(R) Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and 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.

IDARD / English 3 Standards

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

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 DESCRIPT OR / ST ANDARD	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.

STAGE		EXAMPLE /	ELA.E4. R.1.1.	Conduct short and more sustained research to answer questions or solve prob	lems by
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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. 1.3.	Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R. 1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
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.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 4 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.
DESCRIPTOR / STANDARD		
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.
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 10 - 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.
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.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.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 1 Standards
EXAMPLE / STAGE ST ANDARD /		
EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL		English 1 Standards Written and Oral Communications (C)
EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /	1.5.	English 1 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.1. ELA.E1. C.1.1.	English 1 Standards Written and Oral Communications (C) Write arguments to support claims with clear reasons and relevant evidence.

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

COORSE		
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.
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.

STANDARD / COURSE English 2 Standards

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)
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.
PERFORMANC E DESCRIPTOR /		Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
PERFORMANC E DESCRIPT OR / ST ANDARD	ELA.E3.R. 1.4.	refine knowledge.
PERFORMANC E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE / GRADE LEVEL EXAMPLE /	ELA.E3.R. 1.4. ELA.E3.R.	Synthesize and logically organize findings as relevant to the purpose and audience.
PERFORMANC E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE / STAGE ST ANDARD /	ELA.E3.R. 1.4. ELA.E3.R.	refine knowledge. Synthesize and logically organize findings as relevant to the purpose and audience. Follow a standard academic style guide for citation to avoid plagiarism.
PERFORMANC E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE / STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E3.R. 1.4. ELA.E3.R.	refine knowledge. Synthesize and logically organize findings as relevant to the purpose and audience. Follow a standard academic style guide for citation to avoid plagiarism. English 3 Standards Written and Oral Communications (C)
PERFORMANC E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE / STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION PERFORMANC E DESCRIPT OR /	ELA.E3.R. 1.4. ELA.E3.R. 1.5.	refine knowledge. Synthesize and logically organize findings as relevant to the purpose and audience. Follow a standard academic style guide for citation to avoid plagiarism. English 3 Standards Written and Oral Communications (C)

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.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E3.C. 2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
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 / 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.
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. 1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
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.
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.
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.

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South Carolina Standards & Learning Language Arts

Grade 10 - 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		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 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
STANDARD /		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.e.	use a tone and style appropriate to the task and audience; 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.a.	produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
INDICATOR	ELA.E1.C. 3.1.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.	develop a clear progression of experiences or events;
	3.1.c.	

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.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.	
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /		Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / STANDARD 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 DESCRIPTOR / 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		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 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.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 / 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		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.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
STANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
AND SKILLS / ESSENTIAL	ELA.C.3.	Written and Oral Communications (C) Write narratives to develop real or imagined experiences using effective techniques.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /	ELA.C.3. ELA.E2. C.3.1.	
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE /	ELA.E2. 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 and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE	ELA.E2. C.3.1. ELA.E2.C. 3.1.a.	Write narratives to develop real or imagined experiences using effective techniques. 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: produce clear and coherent writing in which the development, organization, and style are appropriate to the task,
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE INDICATOR	ELA.E2. C.3.1. ELA.E2.C. 3.1.a. ELA.E2.C. 3.1.b.	Write narratives to develop real or imagined experiences using effective techniques. 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: produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE INDICATOR	ELA.E2. C.3.1. ELA.E2.C. 3.1.a. ELA.E2.C. 3.1.b. ELA.E2.C. 3.1.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 and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing: produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; engage the reader by establishing a situation and/or setting up a problem or observation;

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.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		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

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

STANDARD / English 3 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.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 / English 3 Standards COURSE

KNOWLEDGE Applications of Reading (AOR) AND SKILLS / ESSENTIAL QUESTION ELA.AO Determine or clarify the meaning of unknown and multiple-meaning words and phrases. PERFORMANC Е R.7. DESCRIPTOR / STANDARD GRADE LEVEL Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, ELA.E3. 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 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
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.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)
AND SKILLS / ESSENTIAL	ELA.C.3.	Written and Oral Communications (C) Write narratives to develop real or imagined experiences using effective techniques.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /	ELA.C.3. ELA.E3. C.3.1.	
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	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
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE	ELA.E3. C.3.1. ELA.E3.C. 3.1.a.	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: produce clear and coherent writing in which the development, organization, and style are appropriate to the task,
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE INDICATOR	ELA.E3. C.3.1. ELA.E3.C. 3.1.a. ELA.E3.C. 3.1.b.	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: produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE INDICATOR	ELA.E3.C. 3.1.a. ELA.E3.C. 3.1.b. ELA.E3.C. 3.1.b. ELA.E3.C. 3.1.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: produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; engage the reader by establishing a situation, setting up a problem or observation and establishing its significance;

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		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	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 / 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.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4. AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E4.A OR.7.1.a.	use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;
INDICATOR	ELA.E4.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
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.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.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
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;
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 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 7: INVENTIVE WRITING Week 15 Page 157-160
		South Carolina Standards & Learning Language Arts Grade 10 - 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 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 DESCRIPT OR / ST ANDARD	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 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 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.
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	ELA.E1.A	Summarize and/or paraphrase content from grade-level text to enhance comprehension.

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 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.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 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. 1.3.	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.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.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
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.

/ 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		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.3.	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2.A OR.3.1.	Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).
STANDARD /		
COURSE		English 2 Standards
		Applications of Reading (AOR)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.AO R.5.	

GRADE LEVELELA.E2.AAnalyze the impact of multiple text structures and/or the use of text features in an informational text; determine andEXAMPLE /OR.5.2.explain how an author could make the text more effective.STAGE

ST ANDARD / COURSE	English 2 Standards	
KNOWLEDGE	Applications of Reading (AOR)	

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

STANDARD / English 2 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.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.

STANDARD / English 2 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 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. 1.3.	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.
ST ANDARD / COURSE		English 2 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.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.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
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.
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.

COOKSE				
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.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 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.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 /		English 3 Standards		
COURSE				

STANDARD /

ESSENTIAL QUESTION

COURSE

English 3 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.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.
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.
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 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.	E3.R. 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 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.E3.R. 1.3.	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.	
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R. 1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.	
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.	
STANDARD / COURSE		English 3 Standards	
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)	
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.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	
STANDARD / 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

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

STANDARD / 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 LEVEL	ELA.E4.A	Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen

EXAMPLE / OR.1.1. meaning or style within and across texts. STAGE

STANDARD / 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.

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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 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.
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 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 OR.7.1.a.	use context (e.g., the overall meaning of 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 use background or prior knowledge to determine or clarify the meanings of words; and OR.7.1.b.

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. 1.3.	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 / 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 10 - 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		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 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.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 DESCRIPT OR / ST ANDARD	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.
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.1.1.	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. 1.3.	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.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1. C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E1.C. 2.1.a.	introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
INDICATOR	ELA.E1.C. 2.1.b.	develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

INDICATOR	ELA.E1.C. 2.1.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E1.C. 2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E1.C. 2.1.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C. 2.1.f.	provide a concluding statement or section that supports the information presented.
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;
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 LEVELELA.E2.ACompare how two authors with opposing views develop arguments in informational texts; evaluate the effectivenessEXAMPLE /OR.5.3.of each author's reasoning, rhetoric, and/or validity of claims.STAGE

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.
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		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.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

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. 1.3.	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
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.c.	use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
INDICATOR	ELA.E2.C. 2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E2.C. 2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and
INDICATOR	ELA.E2.C. 2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
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;
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		apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense,

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.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.

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.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.AO R.7.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3. AOR.7.1.	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
INDICATOR	ELA.E3.A OR.7.1.a.	use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;
INDICATOR	ELA.E3.A OR.7.1.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVEL 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 / 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. 1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
ST ANDARD / COURSE		English 3 Standards
		English 3 Standards Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.C.1.	
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /	ELA.C.1. ELA.E3. C.1.1.	Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE /	ELA.E3. C.1.1.	Written and Oral Communications (C) Write arguments to support claims with clear reasons and relevant evidence.
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE	ELA.E3. C.1.1. ELA.E3.C.	Written and Oral Communications (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:
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD / ST ANDARD /	ELA.E3. C.1.1. ELA.E3.C.	Written and Oral Communications (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
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD / GRADE LEVEL EXAMPLE / STAGE INDICATOR STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E3. C.1.1. ELA.E3.C. 1.1.e.	Written and Oral Communications (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

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

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
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	ELA.E4.	Conduct short and more sustained research to answer questions or solve problems by:
EXAMPLE /	R.1.1.	
STAGE		

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 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. 1.3.	Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R. 1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
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 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.c.	use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts;
INDICATOR	ELA.E4.C .2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
INDICATOR	ELA.E4.C .2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
INDICATOR	ELA.E4.C .2.1.f.	provide a concluding statement or section that supports the information presented.
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;
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.
		UNIT 8: FORMAL ESSAY MODELS Week 17 Page 167-174
		South Carolina Standards & Learning Language Arts Grade 10 - Adopted: 2023
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		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	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 tex EXAMPLE / OR.2.2. STAGE

ST ANDARD / English 1 Standards COURSE

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.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

ST ANDARD / English 1 Standards COURSE

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		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.1.1.	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
		English 1 Standards Research(R)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.R.1.	Research(R)
COURSE 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
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE /	ELA.E1.R. 1.2.	Research(R) Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE /	ELA.E1.R. 1.2. ELA.E1.R. 1.3.	Research(R) Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and 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.
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTIONPERFORMANC E DESCRIPT OR / STANDARDGRADE LEVEL EXAMPLE / STAGEGRADE LEVEL EXAMPLE / STAGEGRADE LEVEL EXAMPLE / STAGEGRADE LEVEL EXAMPLE / STAGE	ELA.E1.R. 1.2. ELA.E1.R. 1.3. ELA.E1.R. 1.4.	Research(R) Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and 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 and purpose of inquiry.

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.a.	introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
INDICATOR	ELA.E1.C. 1.1.b.	acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
INDICATOR	ELA.E1.C. 1.1.c.	link the major sections of the text cohesively;
INDICATOR	ELA.E1.C. 1.1.d.	establish a tone and style appropriate to the purpose; and
INDICATOR	ELA.E1.C. 1.1.e.	provide a concluding statement or section that supports the argument presented.
ST ANDARD / COURSE		English 1 Standards
		English 1 Standards Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.C.2.	
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /	ELA.C.2. ELA.E1. C.2.1.	Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE /	ELA.E1. C.2.1.	Written and Oral Communications (C) 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
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE	ELA.E1. C.2.1. ELA.E1.C. 2.1.b.	Written and Oral Communications (C) 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 analysis of multiple sources of information. When writing: develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE INDICATOR	ELA.E1. C.2.1. ELA.E1.C. 2.1.b. ELA.E1.C.	Written and Oral Communications (C) 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 analysis of multiple sources of information. When writing: develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;

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;			
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 / English 2 Standards 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.
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	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
DESCRIPTOR / STANDARD		
	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		
ST ANDARD GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE /	OR.5.2. ELA.E2.A	explain how an author could make the text more effective. Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness
ST ANDARD GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE / STAGE ST ANDARD /	OR.5.2. ELA.E2.A	explain how an author could make the text more effective. 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 GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE / STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	OR.5.2. ELA.E2.A	explain how an author could make the text more effective. 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. English 2 Standards
ST ANDARD GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE / STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION PERFORMANC E DESCRIPT OR /	OR.5.2. ELA.E2.A OR.5.3.	explain how an author could make the text more effective. 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. English 2 Standards Applications of Reading (AOR)

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.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	ELA.E2.R.	Analyze findings	s to determine	relevance to	the	topic(s)	and	purpose	of inquiry
EXAMPLE /	1.3.								
STAGE									

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.b.	develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience;
INDICATOR	ELA.E2.C. 2.1.e.	establish and maintain a style and objective tone appropriate to the task and purpose; and

STANDARD /	
COURSE	

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;
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	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		

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.
STANDARD /	English 3 Standards

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	ELA.E3.A	Evaluate two texts on the same topic written by authors with differing perspectives, and evaluate the effectiveness of

		Evaluate two texts of the same topic which by additions with aniching perspectives, and evaluate the encouveriess of
EXAMPLE /	OR.4.1.	the rhetoric used by each author.
STAGE		

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 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

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.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		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

STANDARD /

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. 1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
ST ANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
PERFORMANC E DESCRIPTOR / ST ANDARD	ELA.C.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3. C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA.E3.C. 1.1.a.	introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence;
INDICATOR	ELA.E3.C. 1.1.b.	develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;
INDICATOR	ELA.E3.C. 1.1.c.	use varied diction and syntax to link the major sections of the text and clarify the relationships between claims and reasons, reasons and evidence, and between claims and counterclaims;
INDICATOR	ELA.E3.C. 1.1.d.	use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;
INDICATOR	ELA.E3.C. 1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E3.C. 1.1.f.	provide a concluding statement or section that supports the argument presented.

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.b.	develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
INDICATOR	ELA.E3.C. 2.1.e.	establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
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.

STANDARD / COURSE

English 3 Standards

4.1.c. variety of publication media.

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

STANDARD /

English 3 Standards

PERFORMANC E DESCRIPTOR / STANDARD	R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
GRADE LEVEL EXAMPLE /	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.

STAGE

COURSE

STANDARD /

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 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
STANDARD /		English 4 Standards

ST ANDARD / COURSE English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC E DESCRIPT OR / ST ANDARD		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 DESCRIPT OR / ST AND ARD	ELA.R.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
		English 4 Standards Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.C.1.	-
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /	ELA.C.1. ELA.E4. C.1.1.	Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / STANDARD GRADE LEVEL EXAMPLE /	ELA.E4. C.1.1.	Written and Oral Communications (C) Write arguments to support claims with clear reasons and relevant evidence.
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE	ELA.E4. C.1.1. ELA.E4.C .1.1.a.	Written and Oral Communications (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: introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE INDICATOR	ELA.E4. C.1.1. ELA.E4.C .1.1.a. ELA.E4.C	Written and Oral Communications (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: introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence; develop claims and counterclaims fairly and thoroughly by using the most relevant evidence for each and by

INDICATOR	ELA.E4.C .1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E4.C .1.1.f.	provide a concluding statement or section that supports the argument presented.
ST ANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL 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
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.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.
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184
		South Carolina Standards & Learning Language Arts Grade 10 - Adopted: 2023
ST ANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
AND SKILLS / ESSENTIAL		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR	E.1. ELA.E1.O	
AND SKILLS / ESSENT IAL QUESTION PERFORMANC E DESCRIPTOR PERFORMANC E DESCRIPTOR	E.1. ELA.E1.O E.2. ELA.E1.O	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 SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD PERFORMANC E DESCRIPTOR / STANDARD	E.1. ELA.E1.O E.2. ELA.E1.O E.5. ELA.E1.O	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.
AND SKILLS / ESSENT IAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD PERFORMANC E DESCRIPTOR / STANDARD PERFORMANC E DESCRIPTOR / STANDARD	E.1. ELA.E1.O E.2. ELA.E1.O E.5. ELA.E1.O	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. Cite evidence to explain and justify reasoning.

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.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.
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.1.1.	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. 1.3.	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	ELA.E1.R.	Follow a standard academic style guide for citation to avoid plagiarism.
EXAMPLE /	1.5.	
STAGE		

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.c.	link the major sections of the text cohesively;
INDICATOR	ELA.E1.C. 1.1.d.	establish a tone and style appropriate to the purpose; and
INDICATOR	ELA.E1.C. 1.1.e.	provide a concluding statement or section that supports the argument presented.
ST ANDARD / COURSE		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.e.	use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C. 2.1.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
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	ELA.E1.	Use the rules of and make intentional decisions about standard English grammar and conventions to

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.
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 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.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

 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.

ST ANDARD / English 2 Standards COURSE

DESCRIPTOR / STANDARD

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 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 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 /		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. 1.2.	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.
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.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.
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.
		Cite suidenes to suplain and justify recognize
PERFORMANC E DESCRIPTOR / STANDARD		Cite evidence to explain and justify reasoning.
E DESCRIPTOR	E.5. ELA.E3.O	Create quality work by adhering to an accepted format.
E DESCRIPTOR / STANDARD PERFORMANC E DESCRIPTOR	E.5. ELA.E3.O	

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.
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.
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

STANDARD / COURSE

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 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.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. 1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
		Follow a standard academic style guide for citation to avoid plagiarism.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R. 1.5.	

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.c.	use varied diction and syntax to link the major sections of the text and clarify the relationships between claims and reasons, reasons and evidence, and between claims and counterclaims;
INDICATOR	ELA.E3.C. 1.1.d.	use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;
INDICATOR	ELA.E3.C. 1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E3.C. 1.1.f.	provide a concluding statement or section that supports the argument presented.
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.	provide a concluding statement or section that supports the information presented.
	2.1.f.	

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 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		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 / STANDARD	ELA.AO R.4.	Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.A OR.4.1.	Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the effectiveness of the rhetoric used by each author.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
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
 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		English 4 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.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	ELA.E4.R.	Evaluate the credibility and relevance of sources using only those that are credible and relevant to the topic and the

EXAMPLE / 1.2. purpose of inquiry. STAGE

GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R. 1.3.	Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R. 1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
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.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E4.C .1.1.f.	provide a concluding statement or section that supports the argument presented.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
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 /		Written and Oral Communications (C)

ESSENTIAL QUESTION		
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;

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 /		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 8: FORMAL ESSAY MODELS Week 19 Page 185-188
		South Carolina Standards & Learning Language Arts Grade 10 - 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 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.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 / 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 / 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
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. 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. 1.2.	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.
EXAMPLE /	1.3.	
EXAMPLE / STAGE GRADE LEVEL EXAMPLE /	1.3. ELA.E1.R. 1.4.	Analyze findings to determine relevance to the topic and purpose of inquiry.
EXAMPLE / STAGE GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE /	1.3. ELA.E1.R. 1.4. ELA.E1.R.	Analyze findings to determine relevance to the topic and purpose of inquiry. Logically organize findings as relevant to the purpose.

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.c.	link the major sections of the text cohesively;
INDICATOR	ELA.E1.C. 1.1.d.	establish a tone and style appropriate to the purpose; and
INDICATOR	ELA.E1.C. 1.1.e.	provide a concluding statement or section that supports the argument presented.
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
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		use precise language and vocabulary appropriate to the complexity of the topic;
	2.1.d.	
INDICATOR		use a tone and style appropriate to the task and audience; and
INDICATOR	ELA.E1.C. 2.1.e.	use a tone and style appropriate to the task and audience; and provide a concluding statement or section that supports the information presented.

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.
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		

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

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 /		Applications of Reading (AOR)
ESSENTIAL QUESTION		
ESSENTIAL	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /		
ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	R.5.	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.
ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / GRADE LEVEL EXAMPLE /	ELA.E2.A OR.5.2. ELA.E2.A	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.
ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE / STAGE STANDARD /	ELA.E2.A OR.5.2. ELA.E2.A	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. 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.
ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR/ STANDARD GRADE LEVEL EXAMPLE/ STAGE GRADE LEVEL EXAMPLE/ STAGE ST ANDARD/ COURSE KNOWLEDGE AND SKILLS/ ESSENTIAL	ELA.E2.A OR.5.2. ELA.E2.A	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. 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. English 2 Standards

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	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 / 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

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 /	ELA.E2.R. 1.3.	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.

STAGE

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.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.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 / ST AGE	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.

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

STANDARD /

English 2 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.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)

QUESTION		
PERFORMANC E DESCRIPT OR / ST ANDARD	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 OR.7.1.a.	use context (e.g., the overall meaning of 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.

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 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.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. 1.4.	Synthesize and logically organize findings as relevant to the purpose and audience.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
ST ANDARD / COURSE		English 3 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.E3. C.1.1.	Write arguments to support claims in an analysis of topics or texts. When writing:
INDICATOR	ELA E3 C	introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically
	1.1.a.	sequences claims, counterclaims, reasons, and evidence;
INDICATOR	1.1.a.	
	1.1.a. ELA.E3.C. 1.1.b.	sequences claims, counterclaims, reasons, and evidence; develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and

INDICATOR	ELA.E3.C. 1.1.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E3.C. 1.1.f.	provide a concluding statement or section that supports the argument presented.
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 / 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.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 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 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		Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
E DESCRIPTOR	OE.2. ELA.E4.	

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.E4.AEvaluate two or more texts on the same topic written by authors with differing perspectives, and critique theEXAMPLE /OR.4.1.effectiveness of the rhetoric used by each author.STAGE

STANDARD / English 4 Standards COURSE

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 /	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.

EXAMPLE / OR.5.2. STAGE

STANDARD /

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

STANDARD / English 4 Standards

COURSE KNOWLEDGE Applications of Reading (AOR) AND SKILLS / ESSENTIAL QUESTION ELA.AO Determine or clarify the meaning of unknown and multiple-meaning words and phrases. PERFORMANC E R.7. **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		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 / ESSENT IAL QUESTION		Research(R)
PERFORMANC	ELA.R.1.	
E DESCRIPTOR / STANDARD		refine knowledge.
DESCRIPTOR /	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 /	1.2.	Evaluate the credibility and relevance of sources using only those that are credible and relevant to the topic and the
GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE /	1.2. ELA.E4.R. 1.3.	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 GRADE LEVEL EXAMPLE / STAGE GRADE LEVEL EXAMPLE /	1.2. ELA.E4.R. 1.3. ELA.E4.R. 1.4.	Evaluate the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry. Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.

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.e.	establish and maintain a writing style appropriate to the task and audience; and
INDICATOR	ELA.E4.C .1.1.f.	provide a concluding statement or section that supports the argument presented.

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

South Carolina Standards & Learning Language Arts Grade 10 - 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		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)
AND SKILLS / ESSENTIAL	ELA.AO R.2.	Applications of Reading (AOR) Evaluate and critique the development of themes and central ideas within and across texts.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /	R.2.	Evaluate and critique the development of themes and central ideas within and across texts.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	R.2.	Evaluate and critique the development of themes and central ideas within and across texts. Determine a universal theme(s) and explain how key details contribute to its development over the course of a
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / STANDARD / GRADE LEVEL EXAMPLE / STAGE	R.2.	Evaluate and critique the development of themes and central ideas within and across texts. Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / STANDARD / COURSE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	R.2.	Evaluate and critique the development of themes and central ideas within and across texts. Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text. 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 DESCRIPT OR / ST ANDARD	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 / 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
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	ELA.E1.R. Follow a standard academic style guide for citation to avoid plagiarism.
EXAMPLE /	1.5.
STAGE	

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 / English 1 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.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.
 apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense,

 4.1.e.
 number, voice, and mood; and

INDICATORELA.E1.C.use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a4.1.f.variety of publication media.

STANDARD / English 1 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.
		Improve writing by plenning, editing, and considering feedback from edults and peers and revising to improve elerity

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

STANDARD / 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

INDICATORELA.E1.C.consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or
8.1.b.isuify views based on evidence.

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 ELA.E2.0 Collaborate with others and use active listening skills. E DESCRIPTOR E.4. / STANDARD

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

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

STANDARD / 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
		English 2 Standards Applications of Reading (AOR)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.AO R.2.	•

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).

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.5.1.	Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.

STANDARD /	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		

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	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

GRADE LEVELELA.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.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.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 / 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		Collaborate with others and use active listening skills.
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 / 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.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).
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 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

STANDARD /	English 3 Standards
COURSE	

KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION		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 con EXAMPLE / OR.6.1. STAGE

ST ANDARD / 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	Research(R)
PERFORMANC E DESCRIPT OR / ST ANDARD	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 STAGE

 STANDARD /
 English 3 Standards

 COURSE
 Written and Oral Communications (C)

 AND SKILLS /
 ESSENTIAL

QUESTION

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
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 / 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

STANDARD /	English 3 Standards
COURSE	

	Written and Oral Communications (C)
ELA.C.8.	Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.
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:
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
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.
I	English 4 Standards
	Overarching Expectations (OE)
ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
ELA.E4. OE.4.	Collaborate with others and use active listening skills.
ELA.E4. OE.5.	Cite evidence to explain and justify reasoning.
ELA.E4. OE.6.	Create quality work by adhering to an accepted format.
	English 4 Standards
	Applications of Reading (AOR)
ELA.AO R.1.	Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
	ELA.E3. ELA.E3.C. 8.1.a. ELA.E3.C. 8.1.b. ELA.E4. OE.1. ELA.E4. OE.5. ELA.E4. OE.5. ELA.E4. OE.5. ELA.E4. OE.5.

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

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 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.

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 / 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		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.
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
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.
ST ANDARD / COURSE		English 4 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.E4. C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E4.C .8.1.a.	engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and
INDICATOR	ELA.E4.C .8.1.b.	consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.
		UNIT 9: RESPONSE TO LITERATURE Week 21 Page 229-248
		South Carolina Standards & Learning Language Arts Grade 10 - Adopted: 2023
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
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.1.2.	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.2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.1.	Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text.
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
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	ELA.AO R.5.	Evaluate and critique how an author uses words, phrases, and text structures to craft text.
DESCRIPTOR / STANDARD	A.J.	
DESCRIPTOR /		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 EXAMPLE /	ELA.E1.A OR.5.1.	
GRADE LEVEL EXAMPLE / STAGE ST ANDARD /	ELA.E1.A OR.5.1.	foreshadowing), create effects such as mystery, tension, and/or suspense.
GRADE LEVEL EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E1.A OR.5.1.	foreshadowing), create effects such as mystery, tension, and/or suspense.
DESCRIPT OR / ST ANDARDGRADE LEVEL EXAMPLE / STAGESTAGESTANDARD / COURSEKNOWLEDGE AND SKILLS / ESSENTIAL QUESTIONPERFORMANC E DESCRIPT OR /	ELA.E1.A OR.5.1.	foreshadowing), create effects such as mystery, tension, and/or suspense. English 1 Standards Applications of Reading (AOR)
DESCRIPT OR / ST ANDARDGRADE LEVEL EXAMPLE / STAGESTAGESTANDARD / COURSEKNOWLEDGE AND SKILLS / ESSENTIAL QUESTIONPERFORMANC E DESCRIPT OR / ST ANDARDGRADE LEVEL EXAMPLE /	ELA.E1.A OR.5.1. ELA.AO R.6. ELA.E1.A	foreshadowing), create effects such as mystery, tension, and/or suspense. English 1 Standards Applications of Reading (AOR) Summarize and paraphrase text to support comprehension and understanding.

QUESTION

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 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.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.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 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.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.
STANDARD / 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		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		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		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.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.2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE /	ELA.E2.A	
STAGE	OR.2.1.	Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures.
STAGE ST ANDARD / COURSE	OR.2.1.	
STANDARD /	OR.2.1.	cultures.
ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	OR.2.1. ELA.AO R.3.	cultures. English 2 Standards
ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /	ELA.AO	cultures. English 2 Standards Applications of Reading (AOR) Evaluate how an author's choice of point of view or perspective shapes style and meaning within and

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.E2.A OR.5.1.	Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.
STANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
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 / ESSENT IAL QUEST ION		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		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.
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
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 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	

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

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.E3.AEvaluate the development of universal themes across literary texts from different time periods, places, and/orEXAMPLE /OR.2.1.cultures.STAGE

ST ANDARD / English 3 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.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 / 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	Analyze how an author uses diction, syntax, and text structure to create effects (e.g., mystery, tension, surprise) and
EXAMPLE /	OR.5.1.	contribute to the overall meaning in a literary text.
STAGE		

ST ANDARD / English 3 Standards COURSE

KNOWLEDGE
AND SKILLS /
ESSENTIAL
QUESTIONApplications of Reading (AOR)PERFORMANC
E
DESCRIPTOR /
STANDARDELA.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.

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		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).
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.R. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)

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.
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 DESCRIPTOR / STANDARD	ELA.C.5.	Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
GRADE LEVEL EXAMPLE / STAGE	ELA.E3.C. 5.1.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
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.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Overarching Expectations (OE)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.E4. OE.1.	Read and write for a variety of purposes, including academic and personal, for extended periods of time.

PERFORMANC		
E DESCRIPTOR / STANDARD	ELA.E4. OE.4.	Collaborate with others and use active listening skills.
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 / 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.2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL	ELA.E4.A	
EXAMPLE / STAGE	OR.2.1.	Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures.
EXAMPLE /	OR.2.1.	
EXAMPLE / STAGE ST ANDARD /	OR.2.1.	and/or cultures.
EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.AO R.3.	and/or cultures. 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 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
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.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 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.
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.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 / ST AGE	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 / ESSENT IAL 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.
ST ANDARD / COURSE		English 4 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.E4. C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E4.C .8.1.a.	engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and
INDICATOR	ELA.E4.C .8.1.b.	consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.
		UNIT 9: RESPONSE TO LITERATURE Week 22 Page 249-276
		South Carolina Standards & Learning
		Language Arts
		Grade 10 - Adopted: 2023
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		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

PERFORMANC	ELA.E1.O	Collaborate with others and use active listening skills.
E DESCRIPTOR	E.4.	
/ STANDARD		

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

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

STANDARD /	English 1 Standards
COURSE	

KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION		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 LEVELELA.E1.AAnalyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of allusion.EXAMPLE /OR.1.2.STAGE

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
		English 1 Standards Applications of Reading (AOR)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.AO R.5.	-
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /		Applications of Reading (AOR)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE /	R.5. ELA.E1.A	Applications of Reading (AOR) 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
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD / STANDARD /	R.5. ELA.E1.A	Applications of Reading (AOR) 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.
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD / GRADE LEVEL EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	R.5. ELA.E1.A	Applications of Reading (AOR) 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. English 1 Standards

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
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.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 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.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.
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	ELA.E1.C.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity

 GRADELEVEL
 ELA.ELG. Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity

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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.
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	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.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.

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ST ANDARD / English 2 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.E2.A
 Analyze the development of universal themes across literary texts from different time periods, places, and/or

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 OR.2.1.
 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 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 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.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

ST ANDARD / English 2 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
PERFORMANC E DESCRIPTOR / 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		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).
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.
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.f.	provide a concluding statement or section that supports the information presented.
STANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS /		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)

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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.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	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		Collaborate with others and use active listening skills.
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)

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.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.
STANDARD / COURSE		English 3 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		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.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		Applications of Reading (AOR)
QUESTION		
	ELA.AO R.8.	Analyze word relationships and nuances in word meanings within literary and informational texts.
QUESTION PERFORMANC E DESCRIPTOR /		Analyze word relationships and nuances in word meanings within literary and informational texts. Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:
QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	R.8. ELA.E3.	Interpret an author's use of figurative, connotative, and technical language in literary, informational,
QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE	R.8. ELA.E3. AOR.8.1. ELA.E3.A OR.8.1.c.	Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:
QUESTION PERFORMANC E DESCRIPTOR / STANDARD / GRADE LEVEL EXAMPLE / STAGE INDICATOR	R.8. ELA.E3. AOR.8.1. ELA.E3.A OR.8.1.c.	Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: 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).
QUESTION PERFORMANC E DESCRIPTOR / STANDARD / GRADE LEVEL EXAMPLE / STAGE INDICATOR STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	R.8. ELA.E3. AOR.8.1. ELA.E3.A OR.8.1.c.	Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: 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). English 3 Standards Research(R)

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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.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)
AND SKILLS / ESSENTIAL	ELA.C.3.	Written and Oral Communications (C) Write narratives to develop real or imagined experiences using effective techniques.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /	ELA.C.3. ELA.E3. C.3.1.	
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	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
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE / STAGE	ELA.E3. C.3.1. ELA.E3.C. 3.1.b.	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:
AND SKILLS / ESSENTIAL QUESTION PERFORMANC 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 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;
AND SKILLS / ESSENTIAL QUESTION PERFORMANC 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 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; 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.

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.

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.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 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.E4.A OR.1.1.	Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
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 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 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
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.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 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.
ST ANDARD / COURSE		English 4 Standards
		English 4 Standards Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.C.2.	-
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /	ELA.C.2. ELA.E4. C.2.1.	Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE /	ELA.E4. C.2.1.	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
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE	ELA.E4. C.2.1. ELA.E4.C	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
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE / ST AGE INDICATOR	ELA.E4. C.2.1. ELA.E4.C .2.1.a. ELA.E4.C .2.1.b.	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 precedes it; develop the topic thoroughly by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other

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
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		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.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:
EXAMPLE /		variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

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South Carolina Standards & Learning Language Arts Grade 10 - 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	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.
STANDARD / 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.1.2.	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.2.	Evaluate and critique the development of themes and central ideas within and across texts.
GRADE LEVEL EXAMPLE / STAGE	ELA.E1.A OR.2.1.	Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text.
STANDARD / COURSE		English 1 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
AND SKILLS / ESSENTIAL	ELA.AO R.3.	Applications of Reading (AOR) Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR /		Evaluate how an author's choice of point of view or perspective shapes style and meaning within and
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD GRADE LEVEL EXAMPLE /	R.3. ELA.E1.A	Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD / STAGE STANDARD /	R.3. ELA.E1.A	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 or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony).
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD / STADE LEVEL EXAMPLE / STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	R.3. ELA.E1.A	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 or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony). English 1 Standards
AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR / ST ANDARD GRADE LEVEL EXAMPLE / STAGE ST ANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPT OR /	ELA.E1.A OR.3.1.	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 or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony). English 1 Standards Applications of Reading (AOR)

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

English 1 Standards

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.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.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
		English 1 Standards Written and Oral Communications (C)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.C.8.	Written and Oral Communications (C)

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		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		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.
STANDARD / COURSE		English 2 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.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 EXAMPLE / STAGE	ELA.E2.A OR.2.1.	Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures.

STANDARD / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Applications of Reading (AOR)
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.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 / COURSE		English 2 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL 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.
STANDARD / COURSE		English 2 Standards

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

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. Е R.7. DESCRIPTOR / **STANDARD** ELA.E2. Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, AOR.7.1. choosing from an array of strategies: GRADE LEVEL EXAMPLE / 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.

ST ANDARD / English 2 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.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.
EXAMPLE /		Follow a standard academic style guide for citation to avoid plagiarism. English 2 Standards
EXAMPLE / STAGE ST ANDARD /		
EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL		English 2 Standards Written and Oral Communications (C)
EXAMPLE / STAGE STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION PERFORMANC E DESCRIPT OR /	1.5.	English 2 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.E2. C.2.1.	English 2 Standards Written and Oral Communications (C) 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

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 / 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 / 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

INDICATORELA.E2.C.use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a4.1.e.variety of publication materials.

ST ANDARD / English 2 Standards COURSE

KNOWLEDGE AND SKILLS / ESSENT IAL 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.E2.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.STAGESTAGESTAGE

ST ANDARD / English 2 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.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

INDICATORELA.E2.C.consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or
8.1.b.isuify 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	ELA.E3.O	Collaborate with others and use active listening skills.

E DESCRIPTOR E.4. / STANDARD

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

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

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

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.
STANDARD / COURSE		English 3 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.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

OR.8.1.c. document differs from that of a newspaper).

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		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		analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government

ST ANDARD / 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.E3.R. Follow a standard academic style guide for citation to avoid plagiarism.

 EXAMPLE /
 1.5.

 STAGE

ST ANDARD / English 3 Standards COURSE

KNOWLEDGE Written and Oral Communications (C) AND SKILLS / ESSENTIAL QUESTION PERFORMANC ELA.C.2. Write informative/expository texts to analyze and explain complex ideas and information. E DESCRIPTOR / STANDARD GRADE LEVEL ELA.E3. Write informative/expository texts to convey complex ideas and concepts while analyzing complex EXAMPLE / C.2.1. texts. When writing: STAGE INDICATOR ELA.E3.C. introduce a topic and organize complex concepts and information; 2.1.a. INDICATOR ELA.E3.C. develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information 2.1.b. and examples appropriate to the audience's knowledge of the topic; INDICATOR ELA.E3.C. use precise language and vocabulary appropriate to the complexity of the topic; 2.1.d. INDICATOR ELA.E3.C. provide a concluding statement or section that supports the information presented. 2.1.f.

STANDARD / 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. 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;
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 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.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		Read and write for a variety of purposes, including academic and personal, for extended periods of time.
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.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL 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 / STANDARD	ELA.AO R.2.	Evaluate and critique the development of themes and central ideas within and across texts.

GRADE LEVELELA.E4.AEvaluate and critique the development of universal themes across literary texts from different time periods, places,EXAMPLE /OR.2.1.and/or cultures.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	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

STANDARD / English 4 Standards COURSE

DESCRIPTOR / STANDARD

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.

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STANDARD / English 4 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.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.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.c.	analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Research(R)
PERFORMANC E DESCRIPTOR / STANDARD	ELA.R.1.	Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
GRADE LEVEL EXAMPLE / STAGE	ELA.E4.R. 1.5.	Follow a standard academic style guide for citation to avoid plagiarism.
STANDARD / COURSE		English 4 Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
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.
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:
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.
ST ANDARD / COURSE		English 4 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.E4. C.8.1.	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:
INDICATOR	ELA.E4.C .8.1.a.	engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and
INDICATOR	ELA.E4.C .8.1.b.	consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.
		UNIT 9: RESPONSE TO LITERATURE Week 24 Page 281-281
		South Carolina Standards & Learning Language Arts Grade 10 - Adopted: 2023
ST ANDARD / COURSE		English 1 Standards

 KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION
 Overarching Expectations (OE)

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

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

STANDARD	I
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.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)
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.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 2 Standards
KNOWLEDGE AND SKILLS / ESSENT IAL QUEST ION		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		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.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.2.	Write informative/expository texts to analyze and explain complex ideas and information.
GRADE LEVEL EXAMPLE / STAGE	ELA.E2. C.2.1.	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
INDICATOR	ELA.E2.C. 2.1.b.	develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience;
INDICATOR	ELA.E2.C. 2.1.d.	use precise language and vocabulary appropriate to the complexity of the topic;
ST ANDARD / COURSE		English 3 Standards
		English 3 Standards Overarching Expectations (OE)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E3.O	-
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	ELA.E3.O E.1. ELA.E3.O	Overarching Expectations (OE)
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC PERFORMANC E DESCRIPTOR PERFORMANC E DESCRIPTOR	ELA.E3.O E.1. ELA.E3.O	Overarching Expectations (OE) Read and write for a variety of purposes, including academic and personal, for extended periods of time.
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD STANDARD /	ELA.E3.O E.1. ELA.E3.O	Overarching Expectations (OE) Read and write for a variety of purposes, including academic and personal, for extended periods of time. Create quality work by adhering to an accepted format.
COURSE KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION PERFORMANC E DESCRIPTOR / STANDARD PERFORMANC E DESCRIPTOR / STANDARD / COURSE KNOWLEDGE AND SKILLS / ESSENTIAL	ELA.E3.O E.1. ELA.E3.O	Overarching Expectations (OE) Read and write for a variety of purposes, including academic and personal, for extended periods of time. Create quality work by adhering to an accepted format. English 3 Standards

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;
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.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.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.b.	use background or prior knowledge to determine or clarify the meanings of words; and
STANDARD / COURSE		English 4 Standards

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Written and Oral Communications (C)
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	use precise language and vocabulary appropriate to the complexity of the topic;