South Carolina Employability Credential

Essentials of English Language Arts 3

APPLICATIONS OF READING AOR

1. **Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.** ELA.E3.AOR.1.1
2. **Evaluate an author's use of figurative language within and across texts.** ELA.E3.AOR.1.2
3. **Evaluate the development of universal themes across literary texts from different time periods, places, and/or cultures.** ELA.E3.AOR.2.1
4. **Analyze the development of similar central ideas across historical speeches or essays from different time periods, places, and/or cultures.** ELA.E3.AOR.2.2
5. **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).** ELA.E3.AOR.3.1
6. **Evaluate two texts on the same topic written by authors with differing perspectives, and evaluate the effectiveness of the rhetoric used by each author.** ELA.E3.AOR.4.1
7. **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.** ELA.E3.AOR.5.1
8. **Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.** ELA.E3.AOR.5.2
9. **Compare the development of multiple arguments on the same topic while evaluating the effectiveness of each author's reasoning, rhetoric, and/or validity of claims in informational texts; evaluate each author's use of information.** ELA.E3.AOR.5.3
10. **Summarize and/or paraphrase content from grade-level text to enhance comprehension.** ELA.E3.AOR.6.1
11. **Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;** ELA.E3.AOR.7.1

Skip to main content

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

b consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. ELA.E3.AOR.7.1.B

12 **Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:** ELA.E3.AOR.8.1

a interpret figures of speech (e.g., understatement) in context and analyze how they function within a text; ELA.E3.AOR.8.1.A

b analyze nuances in the meanings of words with similar denotation; ELA.E3.AOR.8.1.B

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). ELA.E3.AOR.8.1.C

13 **Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.** ELA.E3.AOR.9.1

14 **Evaluate the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.** ELA.E3.AOR.10.1

RESEARCH R

1 **Conduct short and more sustained research to answer questions or solve a problem(s) by: answering self-generated questions about a topic(s) while using a variety of sources; and refining the scope of inquiry as relevant to the topic(s), purpose, and audience.** ELA.E3.R.1.1

2 **Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.** ELA.E3.R.1.2

3 **Analyze findings to determine relevance to the topic(s) and purpose of inquiry.** ELA.E3.R.1.3

4 **Synthesize and logically organize findings as relevant to the purpose and audience.** ELA.E3.R.1.4

5 **Follow a standard academic style guide for citation to avoid plagiarism.** ELA.E3.R.1.5

WRITTEN AND ORAL COMMUNICATION C

1 **Write arguments to support claims in an analysis of topics or texts. When writing:** 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; ELA.E3.C.1.1.A

Skip to main content

b develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both; ELA.E3.C.1.1.B

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; ELA.E3.C.1.1.C

d use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject; ELA.E3.C.1.1.D

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

f provide a concluding statement or section that supports the argument presented. ELA.E3.C.1.1.F

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2 **Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:** ELA.E1.C.2.1

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

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

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

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

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

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

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3 **Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:** ELA.E3.C.2.1

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

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; ELA.E3.C.2.1.B

c use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts; ELA.E3.C.2.1.C

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

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

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

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4 **Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:** 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; ELA.E3.C.3.1.A
- b engage the reader by establishing a situation, setting up a problem or observation and establishing its significance; ELA.E3.C.3.1.B
- c develop a clear progression of experiences or events; ELA.E3.C.3.1.C
- d use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; ELA.E3.C.3.1.D
- e use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and ELA.E3.C.3.1.E
- f provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing. ELA.E3.C.3.1.F

5 **Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:** ELA.E3.C.4.1

- a apply knowledge of rules for capitalization and punctuation; ELA.E3.C.4.1.A
- 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 ELA.E3.C.4.1.B
- c use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media. ELA.E3.C.4.1.C

6 **Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.** ELA.E3.C.5.1

7 **Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting:** ELA.E3.C.7.1

- a demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing); ELA.E3.C.7.1.A
- b convey a perspective with clear reasoning and valid evidence; ELA.E3.C.7.1.B
- c include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and ELA.E3.C.7.1.C
- d create, share, and/or publish multimedia texts through a range of formats for publication. ELA.E3.C.7.1.D

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:ommunicate effectively and appropriately in structured discussions and ollaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings: ELA.E3.C.8.1

a determine engage in a 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.A

b consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence. ELA.E3.C.8.1.B

9 **Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:** ELA.E3.C.9.1

a evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; ELA.E3.C.9.1.A

b evaluate the effectiveness and validity of the information and supporting evidence being presented; and ELA.E3.C.9.1.B

c analyze the speaker's information while identifying any logical fallacies and biases that may be present. ELA.E3.C.9.1.C