South Carolina Employability Credential

Essentials of English Language Arts 4

APPLICATIONS OF READING AOR

1. Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts. ELA.E4.AOR.1.1
2. Evaluate and critique an author's use of figurative language within and across text(s). ELA.E4.AOR.1.2
3. Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures. ELA.E4.AOR.2.1
4. Evaluate and critique the development of similar central ideas across historical speeches or essays from different time periods, places, and/or cultures. ELA.E4.AOR.2.2
5. 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. ELA.E4.AOR.4.1
6. Analyze an author's perspective or purpose in a text and analyze how the author's rhetoric contributes to the effectiveness of the text. ELA.E1.AOR.4.1
7. 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. ELA.E4.AOR.5.1
8. Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective. ELA.E4.AOR.5.2
9. Evaluate and critique multiple arguments on the same topic while evaluating the effectiveness of each author's reasoning, rhetoric, and/or validity of claims in informational text; evaluate and critique each author's use of information. ELA.E4.AOR.5.3
10. Summarize and/or paraphrase content from grade-level text to enhance comprehension. ELA.E4.AOR.6.1
11. Determine or clarify the meaning of known, unknown, and multiple meaning words and phrases, choosing from an array of strategies: ELA.E4.AOR.7.1

Skip to main content

a use context (e.g., the overall 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.E4.AOR.7.1.A

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

c consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. ELA.E4.AOR.7.1.C

12 **Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:** ELA.E4.AOR.8.1

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

b analyze nuances in the meanings of words with similar denotation; and ELA.E4.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.E4.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.E4.AOR.9.1

14 **Evaluate and critique the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.** ELA.E4.AOR.10.1

RESEARCH R

1 **Conduct short and more sustained research to answer questions or solve problems by:** ELA.E4.R.1.1

a answering self-generated questions about a topic(s) while using a variety of sources; and ELA.E4.R.1.1.A

b refining the scope of inquiry as relevant to the topic(s), purpose, and audience. ELA.E4.R.1.1.B

2 **Evaluate the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.** ELA.E4.R.1.2

3 **Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.** ELA.E4.R.1.3

4 **Synthesize and logically organize findings as relevant to the purpose and audience.** ELA.E4.R.1.4

5 **Follow a standard academic style guide for citation to avoid plagiarism.** ELA.E4.R.1.5

Skip to main content

WRITTEN AND ORAL COMMUNICATION C

1 **Write arguments to support claims in an analysis of topics or texts. When writing:** 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; ELA.E4.C.1.1.A
- 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; ELA.E4.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.E4.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.E4.C.1.1.D
- e establish and maintain a writing style appropriate to the task and audience; and ELA.E4.C.1.1.E
- f provide a concluding statement or section that supports the argument presented. ELA.E4.C.1.1.F

2 **Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:** 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; ELA.E4.C.2.1.A
- 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; ELA.E4.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.E4.C.2.1.C
- d use precise language and vocabulary appropriate to the complexity of the topic; ELA.E4.C.2.1.D
- e establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and ELA.E4.C.2.1.E
- f provide a concluding statement or section that supports the information presented. ELA.E4.C.2.1.F

3 **Write and intentionally use narratives within other modes of writing, 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.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; ELA.E4.C.3.1.A
- b engage the reader by establishing a situation, setting up a problem or observation, and establishing its significance; ELA.E4.C.3.1.B

Skip to main content

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

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

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

4 **Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:** ELA.E4.C.4.1

a apply knowledge of rules for capitalization and punctuation; ELA.E4.C.4.1.A

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

5 **To improve 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.E4.C.5.1

6 **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.E4.C.7.1

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

b convey a perspective with clear reasoning and valid evidence; ELA.E4.C.7.1.B

c include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and ELA.E4.C.7.1.C

d create, share, and/or publish multimedia texts through a range of formats for publication. ELA.E4.C.7.1.D

7 **Communicate effectively 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.E4.C.8.1

a ideas, share knowledge, and generate new understandings: ELA.E4.C.8.1.A

b engage in a 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.E4.C.8.1.B

c 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.E4.C.8.1.C

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8 **Using multimedia, a live presentation, and/or a printed transcript of a presentation:** ELA.E4.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.E4.C.9.1.A

b evaluate and critique the effectiveness and validity of the information and supporting evidence being presented; and ELA.E4.C.9.1.B

c analyze the speaker's information while identifying any logical fallacies and biases that may be present. ELA.E4.C.9.1.C