South Carolina English Language Arts

Grades 9, 10, 11, 12

Adopted 2023

English Language Arts Overarching Expectations

1. **Read and write for a variety of purposes, including academic and personal, for extended periods of time.** ELA.OE.1
2. **Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.** ELA.OE.2
3. **Make inferences to support comprehension.** ELA.OE.3
4. **Collaborate with others and use active listening skills.** ELA.OE.4
5. **Cite evidence to explain and justify reasoning.** ELA.OE.5
6. **Create quality work by adhering to an accepted format.** ELA.OE.6

High School

English I

Overarching Expectations

1. Read and write for a variety of purposes, including academic and personal, for extended periods of time. ELA.E1.OE.1
2. Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts. ELA.E1.OE.2
3. Make inferences to support comprehension. ELA.E1.OE.3
4. Collaborate with others and use active listening skills. ELA.E1.OE.4
5. Cite evidence to explain and justify reasoning. ELA.E1.OE.5
6. Create quality work by adhering to an accepted format. ELA.E1.OE.6

Skip to main content

Foundations of Literacy

1. Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. ELA.E1.AOR.1
    1. Analyze how perspective, context, and/or key elements deepen meaning or enhance style. ELA.E1.AOR.1.1
    2. Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of allusion. ELA.E1.AOR.1.2
2. Evaluate and critique the development of themes and central ideas within and across texts. ELA.E1.AOR.2
    1. Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text. ELA.E1.AOR.2.1
    2. Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text. ELA.E1.AOR.2.2
3. Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. ELA.E1.AOR.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). ELA.E1.AOR.3.1
4. Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. ELA.E1.AOR.4
    1. 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
5. Evaluate and critique how an author uses words, phrases, and text structures to craft text. ELA.E1.AOR.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. ELA.E1.AOR.5.1
    2. Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text. ELA.E1.AOR.5.2
    3. Analyze an author's argument while evaluating the effectiveness of the types of reasoning and/or the rhetoric used in an informational text. ELA.E1.AOR.5.3
6. Summarize and paraphrase text to support comprehension and understanding. ELA.E1.AOR.6
    1. Summarize and/or paraphrase content from grade-level text to enhance comprehension. ELA.E1.AOR.6.1

Skip to main content

7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. 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: ELA.E1.AOR.7.1
        a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; ELA.E1.AOR.7.1.A
        b. use background or prior knowledge to determine or clarify the meanings of words; and ELA.E1.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.E1.AOR.7.1.C
8. Analyze word relationships and nuances in word meanings within literary and informational texts. ELA.E1.AOR.8
    1. Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: ELA.E1.AOR.8.1
        a. interpret figures of speech (e.g., pun) in context and analyze how they function within a text; ELA.E1.AOR.8.1.A
        b. analyze nuances in the meanings of words with similar denotation; and ELA.E1.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.E1.AOR.8.1.C
9. Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking. ELA.E1.AOR.9
    1. Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content. ELA.E1.AOR.9.1
10. Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience. ELA.E1.AOR.10
    1. Explain the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics. ELA.E1.AOR.10.1

Skip to main content

Research

1. Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. ELA.E1.R.1
    1. Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: ELA.E1.R.1.1
        a. generating and answering a research question(s) about a topic; and ELA.E1.R.1.1.A
        b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience. ELA.E1.R.1.1.B
    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.E1.R.1.2
    3. Analyze findings to determine relevance to the topic and purpose of inquiry. ELA.E1.R.1.3
    4. Logically organize findings as relevant to the purpose. ELA.E1.R.1.4
    5. Follow a standard academic style guide for citation to avoid plagiarism. ELA.E1.R.1.5

Skip to main content

Written and Oral Communications

1. Write arguments to support claims with clear reasons and relevant evidence. ELA.E1.C.1
    1. Write arguments to support claims in an analysis of a topic or texts. When writing: 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; ELA.E1.C.1.1.A
        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; ELA.E1.C.1.1.B
        c. link the major sections of the text cohesively; ELA.E1.C.1.1.C
        d. establish a tone and style appropriate to the purpose; and ELA.E1.C.1.1.D
        e. provide a concluding statement or section that supports the argument presented. ELA.E1.C.1.1.E
2. Write informative/expository texts to analyze and explain complex ideas and information. 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: 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

Skip to main content

3. Write narratives to develop real or imagined experiences using effective techniques. 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: 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; ELA.E1.C.3.1.A
        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; ELA.E1.C.3.1.B
        c. develop a clear progression of experiences or events; ELA.E1.C.3.1.C
        d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; ELA.E1.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.E1.C.3.1.E
        f. provide an ending that connects to the intended purpose of the writing. ELA.E1.C.3.1.F
4. Demonstrate command of standard English grammar and conventions when writing. 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: ELA.E1.C.4.1
        a. apply knowledge of rules for capitalization; ELA.E1.C.4.1.A
        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; ELA.E1.C.4.1.B
        c. select and use verbs with appropriate mood and tone; ELA.E1.C.4.1.C
        d. use appropriate parallel structure in words, phrases, and clauses; ELA.E1.C.4.1.D
        e. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and ELA.E1.C.4.1.E
        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. ELA.E1.C.4.1.F
5. Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task. ELA.E1.C.5
    1. Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness. ELA.E1.C.5.1

Skip to main content

6. Write independently and legibly for a variety of tasks and purposes. ELA.E1.C.6
    1. This standard is not directly addressed after fifth grade. ELA.E1.C.6.1
7. Organize and communicate ideas through a range of formats to engage a variety of audiences. 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: ELA.E1.C.7.1
        a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing); ELA.E1.C.7.1.A
        b. convey a clear perspective with clear reasoning and valid evidence; ELA.E1.C.7.1.B
        c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and ELA.E1.C.7.1.C
        d. select and use appropriate online platforms to export multimedia texts for publication. ELA.E1.C.7.1.D
8. Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives. ELA.E1.C.8
    1. Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: 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 ELA.E1.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.E1.C.8.1.B
9. Evaluate and critique ideas and concepts interactively through listening and speaking. ELA.E1.C.9
    1. Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: ELA.E1.C.9.1
        a. determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; ELA.E1.C.9.1.A
        b. analyze 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; and ELA.E1.C.9.1.B
        c. analyze the purpose of the information being presented, identifying the possible biases of the speaker. ELA.E1.C.9.1.C

Overarching Expectations

1. Read and write for a variety of purposes, including academic and personal, for extended periods of time. ELA.E2.0E.1
2. Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts. ELA.E2.0E.2
3. Make inferences to support comprehension. ELA.E2.0E.3
4. Collaborate with others and use active listening skills. ELA.E2.0E.4
5. Cite evidence to explain and justify reasoning. ELA.E2.0E.5
6. Create quality work by adhering to an accepted format. ELA.E2.0E.6

Skip to main content

Foundations of Literacy

1. Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. ELA.E2.AOR.1
    1. Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts. ELA.E2.AOR.1.1
    2. Analyze an author's use of figurative language in a text(s); explain an author's use of allegory. ELA.E2.AOR.1.2
2. Evaluate and critique the development of themes and central ideas within and across texts. ELA.E2.AOR.2
    1. Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures. ELA.E2.AOR.2.1
    2. Analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text. ELA.E2.AOR.2.2
3. Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. ELA.E2.AOR.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). ELA.E2.AOR.3.1
4. Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. ELA.E2.AOR.4
    1. Analyze an author's perspective or purpose, and evaluate the effectiveness of the author's rhetoric used to advance that perspective or purpose. ELA.E2.AOR.4.1
5. Evaluate and critique how an author uses words, phrases, and text structures to craft text. ELA.E2.AOR.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. ELA.E2.AOR.5.1
    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. ELA.E2.AOR.5.2
    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. ELA.E2.AOR.5.3
6. Summarize and paraphrase text to support comprehension and understanding. ELA.E2.AOR.6
    1. Summarize and/or paraphrase content from grade-level text to enhance comprehension. ELA.E2.AOR.6.1

Skip to main content

7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. 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: ELA.E2.AOR.7.1
        a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; ELA.E2.AOR.7.1.A
        b. use background or prior knowledge to determine or clarify the meanings of words; and ELA.E2.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.E2.AOR.7.1.C
8. Analyze word relationships and nuances in word meanings within literary and informational texts. ELA.E2.AOR.8
    1. Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: ELA.E2.AOR.8.1
        a. interpret figures of speech (e.g., hyperbole) in context and analyze how they function within a text; ELA.E2.AOR.8.1.A
        b. analyze nuances in the meanings of words with similar denotation; and ELA.E2.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.E2.AOR.8.1.C
9. Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking. ELA.E2.AOR.9
    1. Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content. ELA.E2.AOR.9.1
10. Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience. ELA.E2.AOR.10
    1. Analyze the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics. ELA.E2.AOR.10.1

Skip to main content

Research

1. Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. ELA.E2.R.1
    1. Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: ELA.E2.R.1.1
        a. answering a self-generated question(s) about a topic(s) while using a variety of sources; and ELA.E2.R.1.1.A
        b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience. ELA.E2.R.1.1.B
    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.E2.R.1.2
    3. Analyze findings to determine relevance to the topic(s) and purpose of inquiry. ELA.E2.R.1.3
    4. Logically organize findings as relevant to the purpose and audience. ELA.E2.R.1.4
    5. Follow a standard academic style guide for citation to avoid plagiarism. ELA.E2.R.1.5

Skip to main content

Written and Oral Communications

1. Write arguments to support claims with clear reasons and relevant evidence. ELA.E2.C.1
    1. Write arguments to support claims in an analysis of a topic or texts. When writing: 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; ELA.E2.C.1.1.A
    b. acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence; ELA.E2.C.1.1.B
    c. link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence; ELA.E2.C.1.1.C
    d. establish a tone and style appropriate to the purpose and audience; and ELA.E2.C.1.1.D
    e. provide a concluding statement or section that supports the argument presented. ELA.E2.C.1.1.E
2. Write informative/expository texts to analyze and explain complex ideas and information. 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: ELA.E2.C.2.1
    a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions; ELA.E2.C.2.1.A
    b. develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience; ELA.E2.C.2.1.B
    c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts; ELA.E2.C.2.1.C
    d. use precise language and vocabulary appropriate to the complexity of the topic; ELA.E2.C.2.1.D
    e. establish and maintain a style and objective tone appropriate to the task and purpose; and ELA.E2.C.2.1.E
    f. provide a concluding statement or section that supports the information presented. ELA.E2.C.2.1.F

Skip to main content

3. Write narratives to develop real or imagined experiences using effective techniques. 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: 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; ELA.E2.C.3.1.A
    b. engage the reader by establishing a situation and/or setting up a problem or observation; ELA.E2.C.3.1.B
    c. develop a clear progression of experiences or events; ELA.E2.C.3.1.C
    d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; ELA.E2.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.E2.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.E2.C.3.1.F
4. Demonstrate command of standard English grammar and conventions when writing. 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: ELA.E2.C.4.1
    a. apply knowledge of rules for capitalization; ELA.E2.C.4.1.A
    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; ELA.E2.C.4.1.B
    c. select and use verbs with appropriate mood and tone; ELA.E2.C.4.1.C
    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 ELA.E2.C.4.1.D
    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. ELA.E2.C.4.1.E
5. Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task. 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. ELA.E2.C.5.1
6. Write independently and legibly for a variety of tasks and purposes. ELA.E2.C.6
    1. This standard is not directly addressed after fifth grade. ELA.E2.C.6.1

Skip to main content

7. Organize and communicate ideas through a range of formats to engage a variety of audiences. 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: ELA.E2.C.7.1

        a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing, intonation); ELA.E2.C.7.1.A

        b. convey a clear perspective with clear reasoning and credible evidence; ELA.E2.C.7.1.B

        c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and ELA.E2.C.7.1.C

        d. select and use appropriate online platforms to export multimedia texts for publication and to enhance communication and add interest. ELA.E2.C.7.1.D

8. Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives. ELA.E2.C.8

    1. Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: 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 ELA.E2.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.E2.C.8.1.B

9. Evaluate and critique ideas and concepts interactively through listening and speaking. ELA.E2.C.9

    1. Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: ELA.E2.C.9.1

        a. analyze 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.E2.C.9.1.A

        b. analyze the effectiveness and validity of the information and supporting evidence being presented; and ELA.E2.C.9.1.B

        c. analyze the speaker's motives while identifying any logical fallacies and biases that may be present. ELA.E2.C.9.1.C

English III

Skip to main content

Overarching Expectations

1. Read and write for a variety of purposes, including academic and personal, for extended periods of time. ELA.E3.0E.1
2. Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts. ELA.E3.0E.2
3. Make inferences to support comprehension. ELA.E3.0E.3
4. Collaborate with others and use active listening skills. ELA.E3.0E.4
5. Cite evidence to explain and justify reasoning. ELA.E3.0E.5
6. Create quality work by adhering to an accepted format. ELA.E3.0E.6

Skip to main content

Foundations of Literacy

1. Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. ELA.E3.AOR.1
    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
2. Evaluate and critique the development of themes and central ideas within and across texts. ELA.E3.AOR.2
    1. Evaluate the development of universal themes across literary texts from different time periods, places, and/or cultures. ELA.E3.AOR.2.1
    2. 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
3. Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. ELA.E3.AOR.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). ELA.E3.AOR.3.1
4. Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. ELA.E3.AOR.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. ELA.E3.AOR.4.1
5. Evaluate and critique how an author uses words, phrases, and text structures to craft text. ELA.E3.AOR.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. ELA.E3.AOR.5.1
    2. 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
    3. 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
6. Summarize and paraphrase text to support comprehension and understanding. ELA.E3.AOR.6
    1. Summarize and/or paraphrase content from grade-level text to enhance comprehension. ELA.E3.AOR.6.1

Skip to main content

7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. 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: ELA.E3.AOR.7.1

        a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; ELA.E3.AOR.7.1.A

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

8. Analyze word relationships and nuances in word meanings within literary and informational texts. ELA.E3.AOR.8

    1. 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; and 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

9. Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking. ELA.E3.AOR.9

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

10. Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience. ELA.E3.AOR.10

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

Skip to main content

Research

1. Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. ELA.E3.R.1
    1. Conduct short and more sustained research to answer questions or solve a problem(s) by: ELA.E3.R.1.1
        a. answering self-generated questions about a topic(s) while using a variety of sources; and ELA.E3.R.1.1.A
        b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience. ELA.E3.R.1.1.B
    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

Skip to main content

Written and Oral Communications

1. Write arguments to support claims with clear reasons and relevant evidence. ELA.E3.C.1
    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
        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
2. Write informative/expository texts to analyze and explain complex ideas and information. ELA.E3.C.2
    1. 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

Skip to main content

3. Write narratives to develop real or imagined experiences using effective techniques. 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: 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
4. Demonstrate command of standard English grammar and conventions when writing. 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: 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
5. Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task. 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. ELA.E3.C.5.1
6. Write independently and legibly for a variety of tasks and purposes. ELA.E3.C.6
    1. This standard is not directly addressed after fifth grade. ELA.E3.C.6.1

Skip to main content

7. Organize and communicate ideas through a range of formats to engage a variety of audiences. 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: 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
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.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. Evaluate and critique ideas and concepts interactively through listening and speaking. ELA.E3.C.9
    1. 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

English IV

Skip to main content

Overarching Expectations

1. Read and write for a variety of purposes, including academic and personal, for extended periods of time. ELA.E4.0E.1
2. Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts. ELA.E4.0E.2
3. Make inferences to support comprehension. ELA.E4.0E.3
4. Collaborate with others and use active listening skills. ELA.E4.0E.4
5. Cite evidence to explain and justify reasoning. ELA.E4.0E.5
6. Create quality work by adhering to an accepted format. ELA.E4.0E.6

Skip to main content

Foundations of Literacy

1. Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. ELA.E4.AOR.1
    1. Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts. 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
2. Evaluate and critique the development of themes and central ideas within and across texts. ELA.E4.AOR.2
    1. Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures. ELA.E4.AOR.2.1
    2. 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
3. Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. ELA.E4.AOR.3
    1. Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, understatement, or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and style of the text. ELA.E4.AOR.3.1
4. Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. ELA.E4.AOR.4
    1. Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the effectiveness of the rhetoric used by each author. ELA.E4.AOR.4.1
5. Evaluate and critique how an author uses words, phrases, and text structures to craft text. ELA.E4.AOR.5
    1. Evaluate and critique how an author uses diction, syntax, and text structure to create effects and contribute to the overall meaning in a literary text. ELA.E4.AOR.5.1
    2. 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
    3. 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
6. Summarize and paraphrase text to support comprehension and understanding. ELA.E4.AOR.6
    1. Summarize and/or paraphrase content from grade-level text to enhance comprehension. ELA.E4.AOR.6.1

Skip to main content

7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. 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: ELA.E4.AOR.7.1
        a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; 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
8. Analyze word relationships and nuances in word meanings within literary and informational texts. ELA.E4.AOR.8
    1. 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
9. Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking. ELA.E4.AOR.9
    1. Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content. ELA.E4.AOR.9.1
10. Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience. ELA.E4.AOR.10
    1. Evaluate and critique the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics. ELA.E4.AOR.10.1

Skip to main content

Research

1. Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. ELA.E4.R.1
    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 Communications

1. Write arguments to support claims with clear reasons and relevant evidence. ELA.E4.C.1
    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 analyze and explain complex ideas and information. ELA.E4.C.2
    1. 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

Skip to main content

3. Write narratives to develop real or imagined experiences using effective techniques. 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: 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
        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. Demonstrate command of standard English grammar and conventions when writing. 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: 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. Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task. 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. ELA.E4.C.5.1
6. Write independently and legibly for a variety of tasks and purposes. ELA.E4.C.6
    1. This standard is not directly addressed after fifth grade. ELA.E4.C.6.1

Skip to main content

7. Organize and communicate ideas through a range of formats to engage a variety of audiences. 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: 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
8. Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives. 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: 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 ELA.E4.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.E4.C.8.1.B
9. Evaluate and critique ideas and concepts interactively through listening and speaking. ELA.E4.C.9
    1. 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