



**South Carolina College- and Career-Ready  
Standards and Indicators for  
English 1**

**Inquiry-Based Literacy Standards (I)**

**Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**

- 1.1 Use a recursive process to develop, evaluate, and refine, questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.

**Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**

- 2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.

**Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

- 3.1 Develop a plan of action by using appropriate discipline specific strategies.
- 3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.
- 3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.
- 3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.

**Standard 4: Synthesize information to share learning and/or take action.**

- 4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.
- 4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.

- 4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.

**Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.**

- 5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.
- 5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.
- 5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.

**Reading - Literary Text (RL)**

**Principles of Reading**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.**

**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

**Meaning and Context**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

- 5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.

**Standard 6: Summarize key details and ideas to support analysis of thematic development.**

- 6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

- 7.1 Trace the development of a common theme in two different artistic mediums.
- 7.2 Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.

**Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.**

- 8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.

**Language, Craft, and Structure**

**Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.**

- 9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.

**Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

- 10.1 Use context clues to determine meanings of words and phrases.

**Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.**

- 11.1 Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.

**Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

- 12.1 Determine the significance of the author’s use of text structure and plot organization to create the effects of mystery, tension, or surprise citing support from the text.
- 12.2 Analyze how an author’s choices concerning how to structure a text, order events within the text, and manipulate time create different effects.

**Range and Complexity**

**Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.**

- 13.1 Engage in whole and small group reading with purpose and understanding.
- 13.2 Read independently for sustained periods of time to build stamina.
- 13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.

**Reading - Informational Text (RI)**

**Principles of Reading**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.**

**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

**Meaning and Context**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.**

- 5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.

**Standard 6: Summarize key details and ideas to support analysis of central ideas.**

- 6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

7.1 Explain how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.

**Language, Craft, and Structure**

**Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**

- 8.1 Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.
- 8.2 Determine how an author uses text features and structures to shape meaning and tone.

**Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

9.1 Use context clues to determine meanings of words and phrases.

**Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.**

10.1 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**

- 11.1 Explain how the author's ideas or claims are supported through the use of text features and structures.
- 11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Range and Complexity**

**Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.**

- 12.1 Engage in whole and small group reading with purpose and understanding.
- 12.2 Read independently for a sustained period of time.

12.3 Read and respond to grade-level text to become self-directed, critical readers and thinkers.

**Writing (W)**

**Meaning, Context, and Craft**

**Standard 1: Write arguments to support claims with clear reasons and relevant evidence.**

- 1.1 Write arguments that:
- introduce a precise claim and differentiate between the claim and counterclaims;
  - use relevant information from multiple print and multimedia sources;
  - assess the credibility and accuracy of each source;
  - use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;
  - develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;
  - develop and strengthen writing as needed by planning, revising, editing, rewriting;
  - quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
  - avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;
  - provide a concluding statement or section that follows from and supports the argument presented; and
  - include a call to action.

**Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

- 2.1 Write informative/explanatory texts that:
- introduce a topic;
  - use relevant information from multiple print and multimedia sources;
  - organize complex ideas, concepts, and information to make connections and distinctions;
  - assess the credibility and accuracy of each source;
  - include formatting, graphics, and multimedia to aid comprehension as needed;

- f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;
- g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- h. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
- j. use precise language and domain-specific vocabulary to manage the complexity of the topic;
- k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and
- l. provide a concluding statement or section that follows from and supports the information or explanation presented.

**Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

- 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
  - a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;
  - b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events;
  - c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;
  - d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole;
  - e. develop and strengthen writing as needed by planning, revising, editing, rewriting;
  - f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and
  - g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Language**

**Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- 4.1 When writing:
  - a. use parallel structure;
  - b. identify and use gerunds, infinitives, and participles;
  - c. identify and use active and passive verbs;
  - d. explain and use indicative, imperative, subjunctive, conditional verb moods to communicate different messages; and
  - e. use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.

**Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- 5.2 Use:
  - a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses;
  - b. a colon to introduce a list or quotation; and
  - c. commas to separate adjacent, parallel structures.

**Range and Complexity**

**Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

- 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
- 6.4 Demonstrate effective keyboarding skills.

**Communication (C)**

**Meaning and Context**

**Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.**

- 1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.

