

2024 SC-Alt
Alternate Academic Achievement Standards (AAAS)

English Language Arts

Revised: July 2024

Contents

Document Summary1

Grade 3.....2

Grade 4.....12

Grade 5.....22

Grade 6.....31

Grade 740

Grade 8.....49

English 258

Document Summary

The Alternate Academic Achievement Standards (AAAS) for the SC-Alt Online Assessment in English Language Arts were developed to provide guidance to teachers for including students with significant cognitive disabilities in challenging academic instruction. This document is intended to make the general education indicators and the range performance level indicators useful for classroom instruction and assessment test development. In 2024, the South Carolina College- and Career-Ready Standards were published. That document, which sets forth the state's academic standards for general education in the English Language Arts, served as the basis for the state's Alternate Academic Achievement Standards (AA-AAAS) in English Language Arts. All of the Alternate Academic Achievement Standards that appear in this document have been selected from the 2024 SCCCR ELA standards document.

The AAAS and performance level indicators preserve the essence of the grade-level expectations but may be restricted in scope or complexity or may take the form of introductory or prerequisite skills to the grade-level standards. The intended purpose of this document is to guide special education teachers in linking their classroom instruction to the state academic standards and to provide specific content to developers of the SC-Alt Online Assessment.

Teachers should be familiar with the 2024 South Carolina College- and Career-Ready Standards for English Language Arts, which set forth the state's academic standards, if further definition or content information is needed.

Grade 3

Foundations of Literacy (F)

ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational - Level 1	Emerging – Level 2	Meets - Level 3	Exceeds - Level 4
ELA.3.F.4.2	Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.	Read a multi-paragraph text aloud or silently with sufficient accuracy, rate, expression, and intonation to maintain the text’s overall meaning.	Can read a single-paragraph text aloud or silently.	Can read a multi-paragraph text aloud or silently.	Can read a multi-paragraph text aloud or silently with the ability to maintain the text’s general meaning.	Can read a multi-paragraph text aloud or silently with the ability to maintain the text’s overall meaning.
ELA.3.F.4A.3	Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; c. recognizing chunks including familiar prefixes, suffixes, or the first syllable of the word; d. generalizing phonic skills to unknown words; and e. using context and visuals from the text to support monitoring and self-correcting.	Use phonics skills, background knowledge, or context clues to read a simple text.	Can use phonics skills, background knowledge, or context clues to read a sentence.	Can use phonics skills, background knowledge, or context clues to read multiple sentences.	Can use phonics skills, background knowledge, or context clues to read a simple, text.	Can use a variety of comprehension methods including phonics skills, background knowledge, and context clues to read a complex text.

Applications of Reading (AOR)

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

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.AOR.3: Evaluate how an author’s choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.AOR.4: Evaluate and critique how an author’s perspective and purpose shape style and meaning within and across informational texts.

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.

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

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

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

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational - Level 1	Emerging – Level 2	Meets - Level 3	Exceeds - Level 4
ELA.3.AOR.1.1	Explain how one or more characters develop throughout the plot.	Identify a change in a character throughout the plot.	Can identify a character’s feelings or actions.	Can identify a character that changes in a story.	Can identify a change in a character from the beginning of a story to the end of the story.	Can explain how a character changes throughout the plot.
ELA.3.AOR.1.2	Identify and explain the purpose of forms of figurative language to include metaphor, hyperbole, and idioms.	Identify figurative language (e.g., metaphors, hyperbole, idioms).	Can identify literal language in the text.	Can identify if language in a text is literal or nonliteral.	Can identify figurative language (e.g., metaphors, hyperbole, idioms).	Can explain the purpose of figurative language (e.g., metaphors, hyperbole, idioms).
ELA.3.AOR.2.1	Identify and explain an explicit theme in a literary text and how it is developed by key details.	Identify an explicit theme and/or key details of a literary text that show an explicit theme.	Can recognize events in a literary text.	Can identify a lesson or an important event in a literary text.	Can identify an explicit theme or key detail(s) of a literary text.	Can describe how an explicit theme is developed by key details in a literary text.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational - Level 1	Emerging – Level 2	Meets - Level 3	Exceeds - Level 4
ELA.3.AOR.2.2	Determine and explain a stated central idea and supporting details in an informational text.	Identify an explicit central idea and/or details that support an explicit central idea in an informational text.	Can identify a detail related to the larger topic in an informational text.	Can identify the topic of an informational text.	Can identify an explicit central idea or details that support an explicit central idea in an informational text.	Can explain a stated central idea using supporting details in an informational text.
ELA.3.AOR.3.1	Determine and explain the differences between the perspectives of the characters and/or between the characters and the reader.	Identify a difference of perspective between two characters.	Can recognize if characters have the same or different perspectives.	Can identify a perspective of a character.	Can identify a difference of perspective between two characters.	Can explain the difference of perspective between two characters.
ELA.3.AOR.4.1	Determine and explain an author's purpose (e.g., what an author wants to answer, explain, or describe); identify an author's perspective on a topic.	Identify a clear author's purpose and/or perspective.	Can recognize if a text is fact or opinion.	Can identify an author's opinion on a topic.	Can identify a clear author's purpose or perspective.	Can describe an author's purpose and/or perspective.
ELA.3.AOR.5.1	Explain how sections of literary text (e.g., paragraphs, chapters, scenes, and stanzas) build on one another and contribute to the overall structure.	Identify how sections of literary text (e.g., paragraphs, chapters, scenes, and stanzas) relate to one another in a text.	Can identify the beginning or ending of a story.	Can identify sections of a literary text.	Can identify how sections of literary text connect.	Can describe how sections of a literary text contribute to the story.
ELA.3.AOR.5.2	Explain how basic text features contribute to meaning in an informational text; identify the text structures of description/list and/or cause and effect.	Identify basic text features and the information they provide; identify a text structure (i.e., description, list, cause and effect).	Can recognize a basic text feature; recognize a cause.	Can locate information in a basic text feature; identify words related to a text structure.	Can identify basic text features and/or the information they provide; identify a clear text structure.	Can describe a basic text feature and what information it provides; identify a text structure.
ELA.3.AOR.5.3	Identify an author's claim, and explain how an author uses reasons to support that claim in an informational text.	Identify an author's explicit claim, or given an author's claim, identify reasons used to support the claim in an informational text.	Can identify a supporting detail in an informational text.	Can identify an author's stance or opinion on a topic in an informational text.	Can identify an author's explicit claim or identify details used to support a given claim in an informational text.	Can identify an author's claim or connect a detail to the claim being supported in an informational text.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational - Level 1	Emerging – Level 2	Meets - Level 3	Exceeds - Level 4
ELA.3.AOR.6.1	Summarize a text to enhance comprehension: a. include plot, theme, and key details for a literary text; and b. include a central idea and supporting details for an informational text.	Summarize a simple paragraph using details to support the plot, theme, or central idea.	Can retell a detail, event, or idea from a story or text.	Can retell the plot or details of a story or text.	Can summarize a simple story or text using details to support the plot, theme, or central idea.	Can summarize a story or text by describing the theme, central idea, plot, or details.
ELA.3.AOR.7.1	Determine or clarify the meaning of known and unknown words and phrases, choosing from an array of strategies: a. use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase; b. consult print and digital reference materials to build and integrate background knowledge; and c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.	Use context (e.g., definitions, examples) to determine the meaning of words and phrases.	Can match words with similar meanings.	Can identify the meaning of clearly defined words or phrases in a text.	Can use context clues to determine the meaning of words or phrases in a text.	Can use context to determine or clarify the meaning of unknown words or phrases in a text.
ELA.3.AOR.8.1	Determine an author's use of words and phrases in grade-level literary, informational, and multimedia texts: a. distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps); b. identify real-life connections between words and their use (e.g., describe people who are helpful); and c. determine relationships between words (e.g., synonyms and antonyms) to better understand each of the words.	Identify how the author uses words and phrases by using literal and nonliteral meanings, using real-life connections, or by identifying relationships between words (e.g., synonyms and antonyms).	Can match a word to a description in the text.	Can recognize words or phrases as being used for literal and nonliteral meanings, real-life connections, or related meanings.	Can identify the author's use of literal and nonliteral meanings, real-life connections, or relationships between words.	Can describe an author's use of words and phrases by distinguishing between literal and nonliteral meanings, identifying real-life connections between words and their use, or determining relationships between words.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational - Level 1	Emerging – Level 2	Meets - Level 3	Exceeds - Level 4
ELA.3.AOR.9.1	Identify and use derivational morphemes, prefixes, suffixes, and phonic patterns to determine the meaning of words in grade-level content.	Use prefixes, suffixes, or phonic patterns to determine the meaning of words.	Can identify a prefix, suffix, or phonic pattern in a word.	Can identify the meaning of a prefix or suffix of a word.	Can recognize the meaning of a word using prefixes, suffixes, or phonic patterns.	Can identify the meaning of an unknown word using prefixes, suffixes, or phonic patterns.
ELA.3.AOR.10.1	Identify and explain how information gained from visuals (e.g., illustrations, photographs, graphs, maps) contributes to the meaning of a print or non-print text.	Identify information that a visual (e.g., a picture, graph, map, etc.) contributes to a text.	Can recognize that a visual provides information.	Can match information in a text to a visual.	Can identify information that a visual contributes to a text.	Can describe how information from a visual contributes to the meaning of a text.

Research (R)

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational - Level 1	Emerging – Level 2	Meets - Level 3	Exceeds - Level 4
ELA.3.R.1.1	Ask and answer questions about print and non-print sources to narrow or broaden thinking about a topic for inquiry.	Answer questions about a source to narrow down a topic.	Can identify a topic of study.	Can identify a source that relates to a topic.	Can answer questions about a source to narrow down a topic.	Can ask or answer questions about a source to broaden thinking about a topic.
ELA.3.R.1.2	Group findings from a provided print or non-print source.	Sort information from a provided source into basic categories.	Can recognize a characteristic of an object, idea, or source.	Can match an object, idea, or source to a category based on the characteristics.	Can sort information from a provided source into basic categories.	Can group information from a source into categories.

Written and Oral Communication (C)

ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.

ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.

ELA.C.3: Write narratives to develop real or imagined experiences using effective techniques.

ELA.C.4: Demonstrate command of standard English grammar and conventions when writing.

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

ELA.C.6: Write independently and legibly for a variety of tasks and purposes.

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

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

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational - Level 1	Emerging – Level 2	Meets - Level 3	Exceeds - Level 4
ELA.3.C.1.1	Write opinion pieces about a topic. When writing: a. introduce a topic; include an opinion statement; b. include reasons supported by details from a provided source; c. use grade-appropriate transitions to link ideas; d. organize information; and e. provide a concluding statement.	Write texts that express an opinion: a. State an opinion about a topic. b. Use details from a text to support an opinion. c. Use transitions that correctly link ideas. d. Place information in the appropriate section. e. Provide a concluding statement.	Can state an opinion about a topic.	Can state an opinion about a topic; can use details from a text to support an opinion.	Can state an opinion about a topic; can use details from a text to support an opinion; can use transitions that correctly link ideas; can place information in the appropriate section; can provide a concluding statement.	Can construct an opinion about a topic; can use details from a text to support an opinion; can construct transitions that correctly link ideas; can place information in the appropriate section; can construct a concluding statement.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational - Level 1	Emerging – Level 2	Meets - Level 3	Exceeds - Level 4
ELA.3.C.2.1	Write informative/explanatory pieces to examine a topic and provide information. When writing: a. introduce a topic; b. develop the topic with facts, definitions, and/or details related to the topic; c. group information and use grade-appropriate transitions to link ideas; d. use precise language and vocabulary to inform or explain about the topic; e. use and explain information from a provided source; and f. provide a concluding statement or section.	Write informative texts: a. Introduce a topic. b. Include facts and details related to the topic. c. Group information into appropriate sections. d. Use information from provided sources. e. Provide a concluding statement.	Can identify a topic for writing an informative text.	Can identify a fact or detail that supports a given topic.	Can organize ideas, facts, details, for a topic, and/or provide a concluding statement.	Can determine ideas, facts, details to be included for a topic, and/or provide a concluding statement.
ELA.3.C.3.1	Write narratives to develop real or imagined experiences. When writing: a. establish a setting and introduce a narrator or characters; b. use temporal words and phrases to sequence a plot structure; c. use descriptions of actions, thoughts, and feelings to develop characters; and d. provide an ending.	Write narrative texts: a. Establish characters and setting of a story. b. Use words that show sequence of events. c. Describe characters. d. Provide an ending.	Can select a character, setting, or event to include in a narrative text.	Can describe a character, setting, or event for a narrative.	Can use descriptive words that show sequence, describe a character, establish a setting, and/or provide an ending.	Can establish narrative texts that develop the thoughts and actions of characters, have a setting, and/or provide an ending.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational - Level 1	Emerging – Level 2	Meets - Level 3	Exceeds - Level 4
ELA.3.C.4.1	<p>Write and expand grammatically correct sentences (e.g., simple, compound, and complex) and paragraphs. When writing:</p> <ul style="list-style-type: none"> a. capitalize nouns (organizations, monuments, and landmarks) and appropriate words in titles and dialogue; b. use periods to punctuate abbreviations and within quotation marks; c. use commas and quotation marks to indicate direct speech and quotations from a text; use commas to separate items in a series and phrases and clauses; d. use apostrophes to create contractions; e. distinguish between and use interrogative and demonstrative pronouns; f. distinguish between and use comparative and superlative adverbs; g. identify and use prepositional phrases; h. use frequently occurring nouns, verbs (regular and irregular), and simple verb tenses; i. explain the function of adjectives and adverbs in simple, compound, and complex sentences; j. distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses; k. identify and revise sentence fragments and run-on sentences; and l. consult print and multimedia sources to check and correct spelling. 	<p>Write or add to grammatically correct sentences.</p> <ul style="list-style-type: none"> a. Capitalize common proper nouns. b. Use periods with abbreviations. c. Use quotation marks when appropriate; use commas to separate items in a series. d. Use contractions accurately. e. Use an appropriate interrogative pronoun; use an appropriate demonstrative pronoun. f. Use an appropriate comparative adverb; use an appropriate superlative adverb. g. Use a one-word preposition. h. Use a common noun; use a simple verb. i. Identify an adjective or adverb in a simple sentence. j. Identify a compound sentence. k. Identify complete and incomplete sentences. l. Use a source to check spelling. 	Can recognize complete sentences.	Can recognize proper punctuation or parts of speech.	Can identify or complete grammatically correct sentences using proper conventions.	Can construct or expand sentences using grammatically correct conventions.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational - Level 1	Emerging – Level 2	Meets - Level 3	Exceeds - Level 4
ELA.3.C.5.1	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	Identify a change to improve writing.	Can identify a detail in a text.	Can identify an irrelevant detail in a text.	Can identify a change to improve writing.	Can identify details to add in order to improve writing.
ELA.3.C.6.1	Write in cursive all uppercase and lowercase letters.	Identify the name of letters when written in cursive.	Can identify the name of printed letters.	Can identify cursive writing.	Can identify the name of letters when written in cursive.	Can use cursive to write uppercase and lowercase letters.
ELA.3.C.7.1	Present information orally to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details. When presenting: a. demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume and eye contact, and clear pronunciation) for a variety of purposes; and b. identify and use appropriate digital tools to enhance verbal communication with support from adults.	Present information about a topic or tell a story orally or visually.	Can identify an informational topic or plot of a story.	Can identify a detail to include for a topic or story.	Can select information to present on a topic or to tell a story orally or visually.	Can provide information or relevant details about a topic or a story in order to present it orally or visually.
ELA.3.C.8.1	Participate in structured conversations and collaborations about grade-appropriate topics and texts: a. enter a conversation appropriately, listen actively to others, and ask and respond to questions to clarify thinking and express new ideas; and b. consider and reflect upon the ideas expressed during conversations.	Make an on-topic contribution to a structured conversation (express a new idea or ask a question).	Can identify the topic of a conversation.	Can identify a detail relating to a conversation.	Can contribute a new idea or ask a relevant question related to a structured conversation.	Can participate in a structured conversation by considering and reflecting upon ideas expressed during the conversation.
ELA.3.C.9.1	Identify a speaker's claim and at least one supporting reason.	Identify a speaker's opinion.	Can recognize an opinion.	Can recognize when a speaker shares an opinion.	Can identify a speaker's opinion.	Can connect a speaker's reason to an opinion.

Grade 4

Foundations of Literacy (F)

ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational - Level 1	Emerging – Level 2	Meets - Level 3	Exceeds - Level 4
ELA.4.F.4.2	Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.	Read a multi-paragraph text aloud or silently with sufficient accuracy, rate, expression, and intonation to maintain the text’s overall meaning.	Can read a single-paragraph text aloud or silently.	Can read a multi-paragraph text aloud or silently.	Can read a multi-paragraph text aloud or silently with the ability to maintain the text’s overall general meaning.	Can read a multi-paragraph text aloud or silently with the ability to maintain the text’s overall meaning.

Applications of Reading (AOR)

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

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.

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

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

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

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational - Level 1	Emerging – Level 2	Meets - Level 3	Exceeds - Level 4
ELA.4.AOR.1.1	Explain how setting and conflict cause characters to change and how conflict(s) contributes to plot development.	Identify elements of character, conflict, and/or setting that affect the plot.	Can recognize a character, setting, or conflict.	Can identify a specific detail of a character, setting, or conflict.	Can identify elements of character, conflict, and/or setting that affect the plot.	Can describe how elements of character, setting, or conflict contribute to the plot.
ELA.4.AOR.1.2	Determine and explain how figurative language impacts meaning and contributes to the reader's experience.	Identify the meaning of figurative language in a text.	Can recognize non-literal language in a text.	Can identify figurative language in a text.	Can identify the meaning of figurative language in a text.	Can explain how figurative language impacts the meaning of a text.
ELA.4.AOR.2.1	Identify and explain an explicit or implied theme and how it is developed by key details in a literary text.	Identify a theme and/or key details that develop the theme in a literary text.	Can recognize events in a literary text.	Can identify a lesson or an important event in a literary text.	Can identify a theme or key detail(s) of a literary text.	Can describe how a theme is developed by key details in a literary text.
ELA.4.AOR.2.2	Identify and explain a stated or implied central idea and how it is developed by supporting details in an informational text.	Identify a central idea and/or supporting details that develop the central idea in an informational text.	Can identify a detail related to the larger topic of an informational text.	Can identify a topic in an informational text.	Can identify a central idea or details that support a central idea in an informational text.	Can explain a central idea using supporting details in an informational text.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational - Level 1	Emerging – Level 2	Meets - Level 3	Exceeds - Level 4
ELA.4.AOR.3.1	a. Compare and contrast the point of view from which different stories are narrated, including the difference between first person and third person; and b. explain how different characters’ perspectives impact a literary text.	a. Identify the difference between first- and third-person narration in a literary text. b. Identify something the reader learns from a character’s perspective in a literary text.	a. Can recognize when a story is told from the first- or third-person perspective. b. Can identify who is telling the story.	a. Can identify if the story is being told in the first- or third-person point of view. b. Can identify a character’s perspective in a literary text.	a. Can identify a difference between first- and third-person narration in a literary text. b. Can identify what information is gained from the character’s perspective in a literary text.	a. Can explain the difference between having a first-person and third-person narration. b. Can explain how different character perspectives affect a literary text.
ELA.4.AOR.4.1	Determine and explain how an author’s purpose (e.g., what an author wants to answer, explain, or describe) is conveyed through the author’s perspective.	Identify the author’s purpose and/or perspective.	Can recognize if a text is fact or opinion.	Can identify an author’s opinion on a topic.	Can identify an author’s purpose or perspective.	Can describe an author’s purpose by using the author’s perspective.
ELA.4.AOR.5.1	Compare and contrast the structural elements of literary texts (e.g., narratives, dramas, and poems).	Identify a similarity or difference between the structures of different literary texts (e.g., narratives, plays, and poems).	Can recognize texts as having similar or different structures.	Can match different literary texts to a structure.	Can identify a similarity or difference between the structures of different literary texts.	Can compare the structural elements of different literary texts.
ELA.4.AOR.5.2	Explain how basic text features contribute to meaning in an informational text; identify the text structures of problem and solution, chronological, and/or compare and contrast.	Identify basic text features and the information they provide; identify a text structure (e.g., problem and solution, chronological, and/or compare and contrast).	Can recognize a basic text feature or clear text structure.	Can locate information in a basic text feature or identify words related to a text structure.	Can identify basic text features and the information they provide or identify a text structure.	Can describe how a basic text feature or structure affects the information in a text.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational - Level 1	Emerging – Level 2	Meets - Level 3	Exceeds - Level 4
ELA.4.AOR.5.3	Explain an author’s use of reasons and evidence to support a claim(s) in an informational text.	Identify reasons or evidence used to support a claim in an informational text.	Can recognize an opinion in an informational text.	Can identify a claim in an informational text.	Can identify reasons or evidence used to support a claim in an informational text.	Can explain how reasons and evidence are used to support a claim in an informational text.
ELA.4.AOR.6.1	Summarize a text to enhance comprehension: a. include plot, theme, and key details for a literary text; and b. include a central idea and relevant supporting details for an informational text.	Use key details of the plot or theme to summarize a literary text. Use supporting details of the central idea to summarize an informational text.	Can retell a detail, event, or idea from a story or text.	Can retell the plot, details, or identify a theme of a story or central idea of a text.	Can identify key details of the plot or theme of a story or the details or central idea of an informational text to support a summarization.	Can summarize a story including the theme, plot, and key details or can summarize a text using central idea and details.
ELA.4.AOR.7.1	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: a. use context clues (e.g., definitions, examples, restatements) to determine the meaning of a word or phrase; b. consult print and digital reference materials to build and integrate background knowledge; and c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.	Use context (e.g., definitions, examples, restatements) to determine the meaning of words (including those with multiple meanings) and phrases.	Can match words with similar meanings.	Can identify the meaning of clearly defined words or phrases in a text.	Can use context to determine the meaning of words or phrases in a text.	Can use context to determine or clarify the meaning of unknown or multiple meaning words or phrases in a text.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational - Level 1	Emerging – Level 2	Meets - Level 3	Exceeds - Level 4
ELA.4.AOR.8.1	Determine an author’s use of words and phrases in grade-level literary, informational, and multimedia texts: a. distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps); b. explain the meaning of commonly occurring similes, metaphors, and idioms, and c. demonstrate knowledge of relationships between words (e.g., synonyms and antonyms) to better understand each of the words.	Identify how the author uses words and phrases by determining literal and nonliteral meanings, or by using knowledge of common similes, metaphors, idioms, and word relationships (e.g., synonyms and antonyms).	Can match a word to a phrase in the text.	Can recognize the author’s use of words and phrases with literal and nonliteral meanings in a text.	Can identify how the author uses words or phrases by determining literal and nonliteral meanings, or by using knowledge of common similes, metaphors, idioms, and word relationships.	Can determine an author’s use of words and phrases by distinguishing between literal and nonliteral meanings, explaining the meaning of commonly occurring similes, metaphors, and idioms, or demonstrating knowledge of relationships between words.
ELA.4.AOR.9.1	Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of words in grade-appropriate content.	Use common base words or affixes to determine the meaning of words.	Can identify the prefix, suffix, or base of a word.	Can identify the meaning of a common prefix, suffix, or base of a word.	Can use common base words or affixes to determine the meanings of words.	Can determine the meaning of an unknown word using the base, prefix, and/or suffix.
ELA.4.AOR.10.1	Determine and explain how visuals (e.g., illustrations, photographs, maps) and/or multimedia elements (e.g., video, audio) contribute to the meaning of a print or non-print text.	Identify information a visual (e.g., a picture, graph, map, etc.) or multimedia element (e.g., video, audio) adds to a text.	Can recognize that a visual or multimedia element provides information.	Can match information in a text to a visual or multimedia element.	Can identify information that a visual or multimedia element adds to a text.	Can describe how information from a visual or multimedia element contributes to the meaning of a text.

Research (R)

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational - Level 1	Emerging – Level 2	Meets - Level 3	Exceeds - Level 4
ELA.4.R.1.1	Conduct short research for inquiry by: a. generating a question about a topic; and b. examining a provided source.	Conduct short research for inquiry by a. selecting a research question about a given topic; and b. using a provided source.	Can match a question related to a given topic.	Can identify a question or source that relates to a given topic.	Can identify relevant research for inquiry by asking a question about a given topic and using a provided source.	Can conduct research for inquiry by generating a question about a topic and using a provided source.
ELA.4.R.1.2	Determine the credibility of a provided source.	Given a topic, answer whether a provided source is credible or not.	Can recognize a source.	Can recognize credible sources.	Can identify whether a provided source is credible or not when given a topic.	Can determine whether a source is credible or not.
ELA.4.R.1.3	Determine which information is relevant to the topic.	Given a topic, identify which information is relevant.	Can identify a fact.	Can identify a fact that is related to a given topic.	Can identify which information is relevant when given a topic.	Can determine which information is relevant to a given topic.
ELA.4.R.1.4	Group related findings.	Sort information from a provided source into categories.	Can recognize a characteristic of an object or idea.	Can identify similarities between objects or ideas.	Can sort information from a provided source into categories.	Can group related information into categories.
ELA.4.R.1.5	Cite sources to avoid plagiarism.	Identify how to cite a source.	Can recognize information is from a source.	Can recognize when a citation is provided.	Can identify how to cite a source.	Can determine when a citation is needed.

Written and Oral Communication (C)

- ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.**
- ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.**
- ELA.C.3: Write narratives to develop real or imagined experiences using effective techniques.**
- ELA.C.4: Demonstrate command of standard English grammar and conventions when writing.**
- ELA.C.5: Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.**
- ELA.C.6: Write independently and legibly for a variety of tasks and purposes.**
- ELA.C.7: Organize and communicate ideas through a range of formats to engage a variety of audiences.**
- ELA.C.8: Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.**
- ELA.C.9: Evaluate and critique ideas and concepts interactively through listening and speaking.**

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational - Level 1	Emerging – Level 2	Meets - Level 3	Exceeds - Level 4
ELA.4.C.1.1	Write arguments to make a claim about a topic. When writing: a. introduce a topic and state an opinion about the topic; b. provide reasons supported by facts from a credible source(s); and c. group ideas logically using transitional words and phrases; and d. provide a concluding statement or section.	Write texts that make a claim about a topic: a. State an opinion about the topic. b. Provide reasons for the opinion that are supported by facts from a relevant source. c. Place information in appropriate sections using transitions to link ideas. d. Provide a concluding statement.	Can match an opinion to a topic.	Can identify a claim for a specific topic; identify reasons for the opinion that are supported by facts from a relevant source.	Can organize the details to support and/or develop a claim on a topic; provide a concluding statement.	Can determine how to develop, support, or connect claims and opinions throughout writing; provide a concluding statement.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational- Level 1	Emerging- Level 2	Meets- Level 3	Exceeds- Level 4
ELA.4.C.2.1	Write informative/explanatory texts to examine a topic and provide information. When writing: a. introduce a topic clearly; b. develop the topic with facts, definitions, details, and/or quotes related to the topic; c. group related information into paragraphs and/or sections using transitional words and phrases to link ideas; d. use precise language and vocabulary to inform or explain about the topic; e. use and explain information from a provided source(s); and f. provide a concluding statement or section.	Write informative texts: a. Introduce a topic. b. Include facts and details related to the topic. c. Group information into appropriate sections using transitions to link ideas. d. Use information from provided sources. e. Provide a concluding statement.	Can identify a fact or detail that supports a given informative topic.	Can identify a topic for writing an informative text.	Can identify what information to include in an informative text and how to group that information; provide a concluding statement.	Can use relevant facts and details to support and organize the information for an informative text; provide a concluding statement.
ELA.4.C.3.1	Write narratives developing real or imagined experiences. When writing: a. establish a situation and setting; b. introduce a narrator and/or characters; c. organize a plot structure; d. use narrative techniques such as dialogue, descriptive language, and sensory details to develop events, setting, and characters; e. use a variety of transitional words and phrases to sequence events; and f. provide an ending that follows from the narrated experiences or events.	Write narrative texts: a. Establish situation and/or setting. b. Establish narrator and/or characters. c. Use words that show sequence of events. d. Use words that provide descriptive details about events, setting, and/ or characters. e. Provide a plausible ending to the story.	Can select a character, setting, or event to include in a narrative text.	Can describe a character, setting, or event of a narrative text.	Can use descriptive details that show sequence, describe a character, or establish the setting of a narrative text.	Can establish narrative texts that develop events, describe characters and setting, and provide an ending.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational- Level 1	Emerging- Level 2	Meets- Level 3	Exceeds- Level 4
ELA.4.C.4.1	<p>Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing:</p> <ul style="list-style-type: none"> a. capitalize nouns (historic periods, nationalities, languages) and proper adjectives; b. use a comma before a coordinating conjunction in a compound sentence and with dependent clauses; c. use frequently occurring nouns (compound); distinguish between and use frequently occurring pronouns (relative), adverbs (relative), verbs (helping and linking), and proper adjectives; d. identify and use simple appositive phrases; e. order adjectives within sentences according to conventional patterns; f. use prepositional phrases; g. distinguish between frequently confused words (e.g., to, too, two; there, their, they're); h. identify and revise sentence fragments and run-on sentences; and i. consult print and multimedia sources to check and correct spelling. 	<p>Write or add to grammatically correct short paragraphs.</p> <ul style="list-style-type: none"> a. Capitalize proper nouns (historic periods, nationalities, languages). b. Use a comma before a coordinating conjunction or with dependent clauses. c. Use frequently occurring nouns; distinguish between and use frequently occurring pronouns (relative), adverbs (relative), verbs (helping and linking), and proper adjectives. d. Identify simple appositive phrases. e. Use two sensibly ordered adjectives within a sentence. f. Identify a prepositional phrase. g. Distinguish between frequently confused words (e.g., to, too, two; there, their, they're). h. Identify complete and incomplete sentences. i. Use a source to check spelling. 	Can recognize complete or incomplete sentences.	Can recognize proper capitalization or parts of speech.	Can complete sentences using proper conventions.	Can construct or expand sentences using proper grammatical conventions.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational- Level 1	Emerging- Level 2	Meets- Level 3	Exceeds- Level 4
ELA.4.C.5.1	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	Identify a revision or edit to improve writing.	Can identify a detail to add to a text to build on an idea.	Can identify an irrelevant detail to add to remove from a text.	Can identify a detail to add or revision to make to strengthen writing.	Can identify details to add or revisions to make to strengthen writing by building on personal ideas and the ideas of others.
ELA.4.C.6.1	Demonstrate fluent and legible cursive writing skills.	Write short words in cursive.	Can identify cursive writing.	Can write cursive letters.	Can write short cursive words.	Can use cursive to write a sentence.
ELA.4.C.7.1	Present information orally to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details. When presenting: a. demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes and audiences; and b. identify and use appropriate digital tools to enhance verbal communication with support from adults.	Present information about a topic or tell a story orally and visually.	Can select a factual topic or the plot of a story.	Can identify details related to a topic or story.	Can identify information to present on a topic or to tell a story orally and visually.	Can provide information or relevant details about a topic or a story in order to present it orally or visually.
ELA.4.C.8.1	Participate in structured discussions and collaborations about grade-appropriate topics and texts: a. enter a conversation appropriately, listen actively to others, and ask and respond to questions to clarify thinking and express new ideas; and b. consider and reflect upon the ideas expressed during conversations.	Make an on-topic contribution to a structured conversation (express a new idea or ask a question).	Can identify the topic of a conversation.	Can identify an idea or detail relating to a conversation.	Can contribute a new idea to or ask a relevant question about a structured conversation.	Can participate in a structured conversation or collaboration by considering and reflecting upon ideas expressed during the conversation or collaboration.
ELA.4.C.9.1	Identify and explain a speaker's claim(s) and supporting reasons and evidence.	Given a speaker's claim, identify a supporting reason or piece of evidence.	Can match a detail that relates to a claim.	Can match a supporting piece of evidence to a claim.	Can identify a supporting reason or piece of evidence that supports a speaker's given claim.	Can connect a supporting reason or piece of evidence to a speaker's claim.

Grade 5

Foundations of Literacy (F)

ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational- Level 1	Emerging- Level 2	Meets- Level 3	Exceeds- Level 4
ELA.5.F.4.2	Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.	Read a multi-paragraph text aloud or silently with sufficient accuracy, rate, expression, and intonation to maintain the text's overall meaning.	Can read a single-paragraph text aloud or silently.	Can read a multi-paragraph text aloud or silently.	Can read a multi-paragraph text aloud or silently with the ability to maintain the text's overall general meaning.	Can read a variety of texts aloud or silently with the ability to maintain the texts' overall meaning.

Applications of Reading (AOR)

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

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.

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

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

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

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level I	Emerging-Level II	Meets-Level III	Exceeds-Level IV
ELA.5.AOR.1.1	Analyze how setting, characters, and conflict impact plot development.	Explain how the setting, characters, or conflict affect the plot.	Can identify the setting, characters, or conflict in a story.	Can identify how the setting, characters, or conflict relate to the plot.	Can describe how the setting, characters, or conflict affect the plot.	Can explain how the setting, characters, or conflict develop the plot.
ELA.5.AOR.1.2	Analyze how figurative language impacts meaning and contributes to the reader's experience.	Explain how figurative language affects the meaning of a text.	Can identify figurative language in a text.	Can identify the meaning of figurative language in a text.	Can describe how figurative language affects the meaning of a text.	Can explain how figurative language affects or contributes to the meaning of a text.
ELA.5.AOR.2.1	Explain the development of an explicit or implied theme over the course of a literary text.	Identify key details that develop a theme in a literary text.	Can identify an important event in a literary text.	Can identify a theme or detail in a literary text.	Can identify key details that develop a theme in a literary text.	Can describe how a theme is developed by key details in a literary text.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational- Level 1	Emerging- Level 2	Meets- Level 3	Exceeds- Level 4
ELA.5.AOR.2.2	Explain the development of a stated or implied central idea over the course of an informational text.	Identify details that develop a central idea in an informational text.	Can identify important details of an informational text.	Can match details to the topic or central idea of an informational text.	Can identify details that support a central idea in an informational text.	Can describe how a central idea develops using supporting details in an informational text.
ELA.5.AOR.3.1	a. Explain how the point of view from which a story is narrated influences how events are described; and b. explain how an author reveals one or more characters' perspectives in a literary text.	a. Identify something the reader learns due to the point of view from which a story is narrated. b. Identify a detail/details that show a character's perspective in a literary text.	a. Can identify the point of view of a text. b. Can identify a thought or feeling of a character.	a. Can identify details provided from a given point of view. b. Can identify the perspective of a character in a literary text.	a. Can identify what the reader learns from the point of view of the story. b. Can identify detail(s) that show a character's perspective in a literary text.	a. Can describe how the point of view influences how events are described. b. Can describe how a character's perspective is revealed in a literary text.
ELA.5.AOR.4.1	Compare and contrast a primary account and a secondary account of the same event or topic, while identifying how the different perspectives impact the content of the text.	Identify a similarity or difference between differing perspectives (e.g., a primary account and a secondary account) on the same event or topic.	Can recognize differing perspectives.	Can select a similarity or difference between differing perspectives.	Can identify a similarity or difference between differing perspectives on the same event or topic.	Can describe how differing perspectives on an event or topic affect the text.
ELA.5.AOR.5.1	Explain how a sequence of paragraphs, chapters, scenes, or stanzas fit together to provide the overall structure of a narrative, drama, or poem.	Identify how consecutive sections of literary text (e.g., paragraphs, chapters, scenes, or stanzas) contribute meaning to a text.	Can identify a section of a literary text.	Can identify the purpose of a section of a literary text.	Can identify how consecutive sections of a literary text contribute meaning to a text.	Can describe how sections of a literary text connect to provide the structure of a literary text.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational- Level 1	Emerging- Level 2	Meets- Level 3	Exceeds- Level 4
ELA.5.AOR.5.2	Compare and contrast how text features and/or structures contribute to the overall meaning in two or more informational texts.	Identify a similarity or difference between text features and/or text structures across two informational texts.	Can recognize the use of a similar or different text feature or text structure.	Can match a text feature or text structure to texts.	Can identify a similarity or difference between text features and/or text structures across two informational texts.	Can compare the similarities and differences of how text features and/or text structures are used in two informational texts.
ELA.5.AOR.5.3	Determine an author's argument and trace its development while identifying claims, supporting reasons, and evidence in an informational text.	Identify the argument an author makes in an informational text by identifying claims, reasons, or evidence.	Can identify an author's opinion in an informational text.	Can identify a claim, reason, or evidence that relates to an opinion in an informational text.	Can identify the argument an author makes in an informational text by identifying claims, reasons, or evidence.	Can connect the claims, reasons, or evidence an author uses to develop an argument.
ELA.5.AOR.6.1	Summarize a text to enhance comprehension: a. include plot, theme, and relevant key details for a literary text; and b. include a central idea and relevant supporting details for an informational text.	Use key details or events related to the plot or theme to summarize a literary text. Use supporting details related to the central idea to summarize an informational text.	Can retell details, events, or ideas from a story or text.	Can include the plot, key details, theme, or central idea of a story or text in a summary.	Can summarize a story or text by using details, events, theme, or central idea.	Can summarize a story or text by describing the theme, central idea, plot, or key details.
ELA.5.AOR.7.1	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: a. use context clues (e.g., definitions, examples, restatements) to determine the meaning of words and phrases; b. consult print and digital reference materials to build and integrate background knowledge; and c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.	Use context (e.g., definitions, examples, restatements) to determine the meaning of words (including those with multiple meanings) and phrases.	Can match words with similar meanings.	Can identify the meaning of clearly defined words or phrases in a text.	Can use context to determine the meaning of words or phrases in a text.	Can use context to determine or clarify the meaning of unknown or multiple meaning words or phrases in a text.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational- Level 1	Emerging- Level 2	Meets- Level 3	Exceeds- Level 4
ELA.5.AOR.8.1	Determine an author's use of figurative and technical language in literary, informational, and multimedia texts: a. recognize and explain the meaning of figurative language, including similes and metaphors, in context; and b. demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Identify how the author uses figurative or technical language using context and/or knowledge of word relationships (e.g., synonyms and antonyms).	Can match a word to a meaning in the text.	Can recognize words or phrases as being used for nonliteral meanings or related meanings.	Can identify how the author uses figurative language using context and/or knowledge of word relationships.	Can describe an author's use of words and phrases by recognizing figurative language and by using knowledge of word relationships.
ELA.5.AOR.9.1	Identify and use knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-appropriate content.	Use affixes and/or common Greek and Latin roots to determine the meanings of words and phrases.	Can identify common affixes or root words.	Can identify the meaning of common affixes or root words.	Can use the meaning of common affixes or root words to determine the meaning of words and phrases.	Can use knowledge of affixes or root words to determine or clarify the meaning of unknown words and phrases.
ELA.5.AOR.10.1	Compare and contrast a print format of a text (e.g., literary, informational) to a non-print format (e.g., film, image, performance), explaining each media's portrayal of the subject.	Identify a similarity or difference between the information provided by a print format of a text and a non-print format of the same subject.	Can identify the topic of a text and non-print format of the same subject.	Can identify information that is both in a text and non-print format of the same subject.	Can identify a similarity or difference between the information provided by a print format of a text and a non-print format of the same subject.	Can describe how difference between print and non-print formats portray a subject similarly or differently.

Research (R)

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.5.R.1.1	Conduct short research for inquiry by: a. generating a question(s) about a topic; and b. consulting a variety of print and multimedia sources.	Conduct short research for inquiry by a. creating one or more research questions on a given topic; and b. using one or more provided sources.	Can match a source that relates to a given topic.	Can identify a research question on a given topic.	Can identify a research question on a given topic based on a provided source.	Can develop a research question about a topic based on provided print or multimedia sources.
ELA.5.R.1.2	Determine the credibility of the source(s) consulted and use the most credible source(s).	Given a topic, answer whether provided source(s) are credible or not.	Can recognize a relevant source.	Can identify the characteristics of a credible source.	Can identify whether a provided source(s) is credible when given a topic.	Can determine which source is most credible when given multiple sources.
ELA.5.R.1.3	Determine which information is relevant to the topic.	Given a topic, identify which information is relevant.	Can identify a fact or opinion.	Can identify a detail that is related to a fact or opinion.	Can identify which information is relevant when given a topic.	Can determine which information is relevant to a topic.
ELA.5.R.1.4	Logically group related findings.	Sort information from a provided source into logical categories.	Can identify a characteristic of an object, idea, or source.	Can match an object, idea, or source to a category based on similar characteristics.	Can sort information from a provided source into categories.	Can group information from a source into logical categories.
ELA.5.R.1.5	Cite sources to avoid plagiarism.	Identify how to cite source(s).	Can recognize information is from a source.	Can recognize when a citation is provided.	Can identify how to cite a source(s).	Can determine when a citation is needed.

Written and Oral Communication (C)

ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.

ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.

ELA.C.3: Write narratives to develop real or imagined experiences using effective techniques.

ELA.C.4: Demonstrate command of standard English grammar and conventions when writing.

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

ELA.C.6: Write independently and legibly for a variety of tasks and purposes.

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

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

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.5.C.1.1	Write arguments to make a claim about a topic. When writing: a. introduce a topic and make a claim about the topic; b. include reasons that are supported by facts from a credible source(s); c. develop an organizational structure in which ideas are grouped logically; d. use transitions to link and structure ideas; and e. provide a concluding statement or section.	Write texts that make a claim about a topic: a. Make a claim about the topic. b. Provide reasons that are supported by facts from credible source(s). c. Group ideas logically. d. Use transitions that link ideas and maintain structure. e. Provide a concluding statement.	Can recognize a claim in a text.	Can identify a claim related to a topic.	Can identify the details and/or reasons to support a claim about a topic; provide a concluding statement.	Can determine how to support a claim by grouping, linking, and supporting ideas throughout a text; provide a concluding statement.
ELA.5.C.2.1	Write informative texts to examine a topic and convey ideas and information clearly. When writing: a. introduce a topic and develop the topic with facts, definitions, details, and/or quotes related to the topic; b. group related information into paragraphs and/or sections using transitional words and phrases to link ideas and develop structure; c. use precise language and vocabulary to explain the topic; d. use and explain information from a provided source(s); and e. provide a concluding statement or section.	Write informative texts: a. Introduce a topic. b. Include facts, details, definitions, and/or quotes related to the topic. c. Group information into appropriate sections, using transitions to link ideas and maintain structure. d. Use information from provided sources. e. Provide a concluding statement.	Can identify a topic for writing an informative text.	Can identify a fact, detail, definition, or quote that supports an informative topic.	Can organize facts, details, definitions, or quotes for an informative topic; provide a concluding statement.	Can determine facts, details, definitions, or quotes for an informative topic; provide a concluding statement.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.5.C.3.1	Write narratives to develop real or imagined experiences. When writing: a. establish a situation and setting; b. introduce a narrator and characters; c. establish a plot structure; d. use narrative techniques such as dialogue, precise words, descriptive language, and sensory details to develop events, setting, and characters; e. use a variety of transitional words and phrases to sequence the events; and f. provide an ending that follows logically from the narrated experiences or events.	Write narrative texts: a. Establish situation and/or setting. b. Establish narrator and/or characters. c. Use words that show a sequence of events to indicate a plot structure. d. Use words that provide descriptive details about events, setting, and/or characters. e. Provide a plausible ending to the story.	Can select a character, setting, or event to include in a narrative text.	Can describe a sequence of events, character, or setting in a narrative.	Can use descriptive words that show sequence, describe a character or event, or establish a setting.	Can establish narrative texts that develop the real or imagined experiences, have a setting and characters, and/or provide a logical ending.
ELA.5.C.4.1	Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing: a. apply knowledge of rules for capitalization; b. use underlining, quotation marks, or italics to indicate titles of works; c. use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question tag, and to indicate direct address; d. use a colon to introduce a list and after a salutation in a business letter or email; e. explain the function of and use frequently occurring interjections, verb tenses (progressive perfect), and correlative conjunctions; f. distinguish between and use types of pronouns (indefinite) and pronouns as adjectives (possessive and demonstrative); g. use prepositional phrases in different positions within a sentence; h. use correct subject-verb and pronoun-antecedent agreement; i. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense; and j. consult print and multimedia sources to check and correct spelling.	Write grammatically correct short paragraphs: a. Apply knowledge of capitalization rules. b. Use quotation marks or italics to indicate titles of works. c. Use a comma to indicate direct address or to separate an introductory element from the rest of a sentence. d. Use a colon to introduce a list or after a salutation in a business letter or email. e. Use frequently occurring interjections, verb tenses (progressive perfect), or correlative conjunctions. f. Use different types of pronouns (indefinite pronouns and possessive and demonstrative pronouns as adjectives). g. Use prepositional phrases in different positions within a sentence. h. Use correct subject-verb and pronoun-antecedent agreement. i. Identify and revise complete and incomplete sentences. j. Use a source to check spelling.	Can recognize proper, complete sentence.	Can complete sentences by using proper conventions.	Can complete a short paragraph by using proper conventions.	Can construct single or multi-paragraph compositions by using grammatically correct conventions.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.5.C.5.1	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	Identify a change to improve writing.	Can identify relevant information in a text.	Can identify a relevant or irrelevant detail or idea in a text.	Can identify a change to improve writing.	Can improve a text by adding or removing ideas to strengthen the writing.
ELA.5.C.6.1	Demonstrate fluent and legible cursive writing skills.	Write sentences in cursive.	Can write letters in cursive.	Can write words in cursive.	Can write sentences in cursive.	Can write paragraphs in cursive.
ELA.5.C.7.1	Present information orally to report on a topic or text, present an opinion, tell a story, or recount an experience, sequencing ideas logically and using appropriate and relevant facts. When presenting: a. demonstrate appropriate speaking techniques (e.g., appropriate eye contact, nonverbal cues, appropriate volume, clear pronunciation, pacing) for a variety of purposes and audiences; b. identify the purpose of the information being presented; and c. use digital tools to produce multimedia texts and/or visual aids with support from peers and adults.	Present information about a topic, present an opinion, or tell a story orally or visually.	Can select an informational topic or plot of a story.	Can identify a detail relevant to a topic, opinion, or story.	Can identify information about a topic, opinion, or story to include in a presentation.	Can provide information or relevant details about a topic, opinion, or story in order to present it orally or visually.
ELA.5.C.8.1	Participate in structured discussions and collaborations about grade-appropriate topics and texts: a. engage in focused conversation about grade-appropriate topics and texts; build on the ideas of others, pose and respond to questions to clarify thinking, and express new ideas; and b. consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of diverse perspectives.	Make on-topic contributions to a structured conversation (e.g., express new ideas, ask a question, identify differences between perspectives).	Can identify a detail relating to a conversation.	Can identify the topic of a conversation.	Can contribute a new idea, ask a question, or identify a difference between perspectives to a structured conversation.	Can participate in a structured conversation by considering and reflecting upon ideas or perspectives expressed during the conversation.
ELA.5.C.9.1	Determine if a speaker's argument is effective by identifying claims and explaining how they support the argument.	Form an opinion about the quality of a speaker's argument based on how the speaker supported the argument.	Can recognize a speaker's reasons for a claim.	Can identify if the reasons a speaker provides for a claim are good and/or bad.	Can use a speaker's reasons to form an opinion about the speaker's argument.	Can determine the effectiveness of a speaker's argument based on the reasons provided.

Grade 6

Applications of Reading (AOR)

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

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.AOR.3: Evaluate how an author’s choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.AOR.4: Evaluate and critique how an author’s perspective and purpose shape style and meaning within and across informational texts.

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.

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

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

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

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.6.AOR.1.1	Analyze how specific events and descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.	Explain how specific details or events develop plot, characters, or meaning.	Can match a detail or event to the plot, character, or meaning of a story.	Can identify a detail or event that develops plot, characters, or meaning of a story.	Can describe how specific details or events develop plot, characters, or meaning in a story.	Can explain how specific details or events develop plot, reveal aspects of the characters, or create meaning in a story.
ELA.6.AOR.1.2	Explain how figurative language impacts mood, tone, and meaning.	Explain how figurative language affects the mood, tone, or meaning of a text.	Can match a mood, tone, or meaning to phrases in a text.	Can identify the mood, tone, or meaning of phrases.	Can describe how figurative language affects the mood, tone, or meaning of a text.	Can explain the impact of figurative language on mood, tone, or meaning of a text.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.6.AOR.2.1	Analyze how key details contribute to the development of a theme(s) over the course of a literary text.	Explain how key details develop a theme in a literary text.	Can match a key detail to a given theme.	Can identify key detail(s) that develop a theme in a literary text.	Can describe how key detail(s) develop a theme in a literary text.	Can explain how key details contribute to the development of a theme throughout a literary text.
ELA.6.AOR.2.2	Analyze how supporting details contribute to the development of a central idea(s) over the course of an informational text.	Explain how supporting details develop a central idea in an informational text.	Can match a supporting detail to a given central idea.	Can identify supporting detail(s) that develop a central idea in an informational text.	Can describe how supporting detail(s) develop a central idea in an informational text.	Can explain how supporting detail(s) contribute to the development of a central idea throughout an informational text.
ELA.6.AOR.3.1	Determine and explain the impact of multiple narrators or shifts in points of view and/or perspective.	Identify something the reader learns due to a change in the point of view or perspective from which a story is narrated.	Can identify a narrator's point of view or perspective in a story.	Can identify a change of the points of view or perspective of a narrator in a story.	Can identify something the reader learns due to a change in the point of view or perspective from which a story is narrated.	Can describe what the reader learns from a shift or change in point of view or perspective from which a story is narrated.
ELA.6.AOR.4.1	Analyze a primary and secondary account of the same event or topic and how the different perspectives impact the content and style of a text.	Identify a similarity or difference between differing perspectives (e.g., a primary account and a secondary account) on the same event or topic that affects the content or style of a text.	Can identify when a perspective is the same or different from another perspective on the same event or topic.	Can identify an effect of a perspective of an event or topic on the content or style of a text.	Can identify a similarity or difference between differing perspectives on the same event or topic that affects the content or style of a text.	Can describe how differing perspectives on the same event or topic impacts the content or style of a text.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.6.AOR.5.1	Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot.	Explain how a particular sentence, paragraph, chapter, scene, or stanza of a literary text contributes to the theme, setting, or plot.	Can match a particular sentence, paragraph, chapter, scene, or stanza of a literary text to the theme, setting, or plot.	Can identify how particular sentences, paragraphs, chapters, scenes, or stanzas of a literary text connect to the theme, setting, or plot.	Can describe how a particular sentence, paragraph, chapter, scene, or stanza of a literary text develops the theme, setting, or plot.	Can explain how a particular sentence, paragraph, chapter, scene, or stanza of a literary text helps contribute to the development of the theme, setting, or plot.
ELA.6.AOR.5.2	Analyze how individual text sections (e.g., a particular sentence, paragraph, chapter, or section) fit into the overall structure of an informational text.	Explain how individual text sections (e.g., a particular sentence, paragraph, chapter, or section) contribute to the structure of an informational text.	Can identify individual text sections of an informational text.	Can identify the structure of individual text sections of an informational text.	Can describe how individual text sections contribute to the structure of an informational text.	Can explain how individual text sections contribute to the structure of an informational text.
ELA.6.AOR.5.3	Trace the development of an author's argument while identifying the types of reasoning used and/or the rhetorical appeal of ethos, pathos, or logos in an informational text.	Explain how an author uses reasoning or appeals to the audience to make an argument in an informational text.	Can match an author's argument to the reasoning or appeal the author makes in an informational text.	Can identify how an author makes an argument using a supporting reason or appeal to the audience in an informational text.	Can describe how an author uses reasoning or appeals to the audience to support an argument in an informational text.	Can explain how an author develops an argument throughout an informational text by using reasons and appeals to the audience.
ELA.6.AOR.6.1	Summarize and/or paraphrase content from grade-level text to enhance comprehension.	Summarize and/or paraphrase content from a text to show comprehension.	Can identify content that would be included in a summary of a text.	Can summarize or paraphrase a portion of a text.	Can summarize or paraphrase content from a text to show comprehension.	Can summarize and/or paraphrase content from a text to increase comprehension.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.6.AOR.7.1	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; b. use background or prior knowledge to determine or clarify the meanings of words and phrases; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), background knowledge, or reference materials to determine or clarify the meaning of words (including those with multiple meanings) and phrases.	Can match words with similar meanings in a text.	Can identify the meaning of clearly defined words or phrases.	Can use context, background knowledge, or reference materials to determine the meaning of words or phrases.	Can use context, background knowledge, or reference materials to determine or clarify the meaning of unknown or multiple meaning words or phrases.
ELA.6.AOR.8.1	Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., metaphor) in context and analyze how they function within a text; b. determine the relationship between words; and c. distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).	Identify how the author uses figurative, technical, or connotative language using context.	Can match a word to a description in a text.	Can recognize words or phrases as having literal and nonliteral meanings, technical meanings, or connotative meanings.	Can identify the author's use of figurative, technical, or connotative language using context.	Can describe an author's use of figurative, technical, or connotative language using context.
ELA.6.AOR.9.1	Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.	Use affixes and/or common Greek and Latin roots to determine the meanings of words and phrases.	Can identify common affixes or root words.	Can identify the meaning of common affixes or root words.	Can use the meaning of common affixes or root words to determine the meaning of words and phrases.	Can use knowledge of affixes or root words to determine or clarify the meaning of unknown words and phrases.
ELA.6.AOR.10.1	Analyze a text or subject presented through multimedia formats (e.g., reading a print version of a speech and listening to an audio recording of a speech) and explain how each media's portrayal of the text or subject impacts the audience.	Identify a difference between how a print format of a text and a non-print format of the same subject affects the audience.	Can recognize a difference between a text and a non-print format.	Can identify how a print or a non-print format of a text affects the audience.	Can identify a difference between how a print format of a text and a non-print format of the same subject affects the audience.	Can describe differences between how a print format of a text and a non-print format of the same subject impacts the audience.

Research (R)

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.6.R.1.1	Conduct short and more sustained research for inquiry by: a. generating a question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic.	Conduct research for inquiry by a. creating one or more research questions; and b. using one or more provided sources.	Can select a topic that relates to a given source.	Can match a question to a topic or given source.	Can identify a research question on a topic based on provided source(s).	Can determine research questions for a topic based on provided sources.
ELA.6.R.1.2	Determine the credibility of one or more sources consulted and use the most credible source(s).	Given a topic, answer whether provided source(s) are credible or not.	Can recognize a credible source when given a topic.	Can identify the characteristics of a credible source.	Can identify whether provided source(s) are credible or not when given a topic.	Can determine which source is most credible when given multiple sources.
ELA.6.R.1.3	Determine which source(s) and/or information is relevant to the topic.	Given a topic, identify which source(s) or information are relevant.	Can identify a fact or opinion when given a topic.	Can identify a source or detail that is related to a given topic.	Can identify which sources or information are relevant when given a topic.	Can determine which sources or information are relevant to a given topic.
ELA.6.R.1.4	Logically organize findings.	Organize information into categories.	Can identify a characteristic of an object, idea, event, or source.	Can sort objects, ideas, events, or sources into categories based on shared characteristics.	Can group information into categories.	Can organize information into logical categories.
ELA.6.R.1.5	Cite sources to avoid plagiarism.	Identify a way to cite source(s).	Can recognize information is from a source.	Can recognize when a citation is provided.	Can identify how to cite a source(s).	Can determine when a citation is needed.

Written and Oral Communication (C)

ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.

ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.

ELA.C.3: Write narratives to develop real or imagined experiences using effective techniques.

ELA.C.4: Demonstrate command of standard English grammar and conventions when writing.

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

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

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

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.6.C.1.1	Write arguments to support a claim with clear reasons and relevant evidence. When writing: a. introduce a claim and organize the reasons and evidence clearly; b. support a claim using logical reasoning supported by facts and/or data as evidence from a credible source(s); c. acknowledge an alternative perspective; d. use an organizational structure appropriate to the purpose and task; e. use transitions to clarify the relationship(s) between claim and reasons; f. provide a concluding statement or section that follows from the argument presented.	Write texts that make a claim and support it with reasons and/or evidence: a. State a claim. b. Provide reasons to support the claim that are supported by information from a credible source(s). c. Acknowledge that others may disagree with the claim. d. Group ideas logically. e. Use transitions that link ideas and maintain structure. f. Provide a concluding statement.	Can match a claim to reasons or evidence.	Can identify a claim that is relevant to a topic and/or support it with reasons or evidence.	Can identify and group the reasons and/or evidence to support a claim while recognizing that others may disagree; provide a concluding statement.	Can determine how to support and organize ideas for a claim using clear reasons and relevant evidence while acknowledging different perspectives; provide a concluding statement.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.6.C.2.1	Write informative texts to examine a topic and analyze information from one or more sources. When writing: a. introduce a topic clearly and organize information logically; b. develop the topic with relevant facts, definitions, details, quotes, or other information and examples; c. use appropriate transitions to clarify the relationships among ideas and concepts; d. use precise language and vocabulary to inform or to explain the topic; and e. provide a concluding statement or section.	Write informative texts: a. Introduce a topic and group information into logical sections. b. Include facts, details, definitions, quotes and/or other information related to the topic. c. Use transitions to link and clarify ideas. d. Use vocabulary that is specific to the topic. e. Provide a concluding statement.	Can match a topic to facts, details, or quotes.	Can identify a fact, detail, definition, quote, or other piece of information that supports a topic.	Can organize facts, details, definitions, quotes, or other information into logical sections for informative writing; provide a concluding statement.	Can determine and organize facts, details, definitions, quotes, vocabulary, or other information to include in informative writing; provide a concluding statement.
ELA.6.C.3.1	Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences. When writing: a. produce clear and coherent writing appropriate to the task and audience; b. establish context and introduce a narrator and/or characters; c. organize a logical plot structure; d. use narrative techniques such as dialogue and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, relevant descriptive details, and figurative language to convey experiences and events; and f. provide an ending that follows logically from the narrated experiences or events.	Write narrative texts: a. Produce clear writing that conveys meaning and is appropriate to the task and audience. b. Establish a situation and setting as well as a narrator and/or characters. c. Use words and organization that pace events and indicate a plot structure. d. Use dialogue when appropriate; use words that provide descriptive details about events, setting, and/or characters. e. Provide a plausible ending to the story.	Can select a character, setting, or event to include in a narrative text.	Can describe a sequence of events, characters, setting, or meaning in a narrative.	Can use descriptive words or dialogue to convey meaning, develop a plot structure, develop characters, and/or establish a setting.	Can establish a narrative text that develops a plot, characters, setting, and conveys meaning through the use of descriptive language and dialogue.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.6.C.4.1	Use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence structure. When writing: a. apply knowledge of rules for capitalization; b. use punctuation (commas, parentheses, dashes) to set off nonrestrictive clauses; c. use a colon to introduce a quotation; use a hyphen in a compound adjective with numbers (e.g., two-hour movie, 30-minute class); d. determine and correct pronouns with unclear or ambiguous antecedents; e. explain the function of definite and indefinite articles and apply to writing compound-complex sentences to add variety; f. distinguish between and use simple, compound, complex, and compound-complex sentences to add variety; g. distinguish between and use different types of phrases (prepositional and appositive); h. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense; and i. consult print and multimedia sources to check and correct spelling.	Use knowledge of grammar to write or add to grammatically correct short texts: a. Apply knowledge of capitalization rules. b. Use commas to set off nonrestrictive clauses. c. Use a colon; Use a hyphen in a compound adjective with numbers (e.g., two-hour movie, 30-minute class). d. Determine and correct pronouns with unclear or ambiguous antecedents. e. Use different types of sentences (simple, compound, complex, and compound-complex sentences) to add variety. f. Use different types of phrases to add meaning to a sentence. g. Identify and revise complete and incomplete sentences and/or sentences with errors in subject-verb and pronoun-antecedent agreement. h. Use a source to check spelling.	Can recognize a proper, complete sentence.	Can identify a grammatically correct sentence that has proper conventions.	Can complete grammatically correct short texts using proper conventions with varied sentence structure.	Can construct grammatically correct short text using proper conventions with varied sentence structure.
ELA.6.C.5.1	Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.	Identify and/or apply a change to improve writing.	Can identify an important or relevant detail in a text.	Can identify relevant or irrelevant details in a text.	Can identify and/or apply a change to improve writing.	Can improve a text by adding or removing ideas to strengthen the writing.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.6.C.7.1	Present information orally to report on a topic or text, present an opinion, tell a story, or recount an experience, sequencing ideas logically and using relevant facts, descriptions, and details. When presenting: a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, pacing) to engage a variety of purposes and audiences; b. convey a clear perspective and purpose; c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. use appropriate digital tools for the task, purpose, and audience.	Present information about a topic, present an opinion, or tell a story orally and visually.	Can select a perspective or purpose of a topic or plot of a story.	Can identify a detail relevant to a topic, opinion, or story.	Can identify information about a topic, opinion, or story to include in an oral or visual presentation.	Can provide relevant information logically about a topic, opinion, or story in an oral or visual presentation.
ELA.6.C.8.1	Engage in structured conversations and collaborations about grade-appropriate topics and texts: a. ask questions to build on the ideas of others; pose and respond to questions to clarify thinking and express new ideas; and b. consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of diverse perspectives.	Make on-topic contributions to a structured conversation (e.g., express new ideas, ask a question, identify differences between perspectives).	Can identify a detail relating to the topic of a conversation.	Can identify a new idea, question, or difference between perspectives related to a structured conversation.	Can participate in structured conversation by contributing a new idea, asking questions, or identifying a difference between perspectives.	Can engage in structured conversations by contributing a new idea, asking or answer questions, or identifying a difference between perspectives.
ELA.6.C.9.1	Using digital media, an audio, video, live presentation, and/or a printed transcript of a presentation: a. determine the effectiveness of a speaker's argument and specific claims, distinguishing relevant and valid claims from irrelevant and invalid claims; and b. determine how a speaker articulates a clear message, chooses appropriate media, and/or uses appropriate voice for the audience.	Use digital media, an audio, video, live presentation, and/or a printed transcript of a presentation: a. Form an opinion about the quality of a speaker's argument based on how the speaker supports claims. b. Identify the speaker's message and/or why the speaker chose certain media to support the message.	Can recognize the speaker's claim.	Can identify a detail or reason a speaker uses for an argument.	Can use various forms of a presentation to form an opinion about a speaker's argument or choice of media.	Can determine the effectiveness of a speaker's argument based on the reasons provided and/or the speaker's choices on how to present the information.

Grade 7

Applications of Reading (AOR)

- ELA.AOR.1:** Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
- ELA.AOR.2:** Evaluate and critique the development of themes and central ideas within and across texts.
- ELA.AOR.3:** Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
- ELA.AOR.4:** Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.
- ELA.AOR.5:** Evaluate and critique how an author uses words, phrases, and text structures to craft text.
- ELA.AOR.6:** Summarize and paraphrase text to support comprehension and understanding.
- ELA.AOR.7:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- ELA.AOR.8:** Analyze word relationships and nuances in word meanings within literary and informational texts.
- ELA.AOR.9:** Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.
- ELA.AOR.10:** Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.7.AOR.1.1	Analyze how lines of dialogue, specific events, or descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.	Explain how specific lines of dialogue, details, or events develop plot, characters, or meaning.	Can match a specific line of dialogue, detail, or event to the plot, characters, or meaning of a story.	Can identify a specific line of dialogue, detail or event that develops the plot, characters, or meaning of a story.	Can describe how a specific line of dialogue, detail, or event develops the plot, characters, or meaning in a story.	Can explain how specific lines of dialogue, details, or events develop the plot, reveal aspects of the characters, or create meaning in a story.
ELA.7.AOR.1.2	Analyze how figurative language impacts mood, tone, and meaning.	Explain how figurative language affects the mood, tone, or meaning of a text.	Can match a mood, tone, or meaning to phrases in a text.	Can identify the mood, tone, or meaning of phrases.	Can describe how figurative language affects the mood, tone, or meaning of a text.	Can explain how figurative language impacts mood, tone, or meaning of a text.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.7.AOR.2.1	Compare two or more themes within a literary text(s) and how each is developed over the course of a text(s).	Identify two or more themes within a literary text(s).	Can recognize a theme in a literary text.	Can identify a similar theme in literary texts.	Can identify multiple themes within a literary text(s).	Can describe how multiple themes within literary text(s) are developed.
ELA.7.AOR.2.2	Compare two or more central ideas within an informational text(s) and how each is developed over the course of a text.	Identify two or more central ideas within an informational text(s).	Can recognize a central idea in an informational text.	Can identify a similar central idea in informational texts.	Can identify multiple central ideas within informational text(s).	Can describe how multiple central ideas within an informational text(s) are developed.
ELA.7.AOR.3.1	a. Explain the influence of a narrator(s), including an unreliable narrator(s), and/or narrative shifts in point of view; and b. analyze how an author uses point(s) of view to develop and contrast the perspectives of different characters.	Explain how the point of view or perspective from which a story is narrated affects the reader's experience.	Can recognize the point of view or perspective of a narrator in a story.	Can identify a point of view or perspective that affects the reader.	Can describe how the point of view or perspective a story is narrated from affects the reader.	Can explain how the point of view or perspective from which a story is narrated impacts the reader's experience.
ELA.7.AOR.4.1	Determine an author's perspective or purpose in a text and determine how an author uses rhetoric to advance that perspective or purpose.	Identify an author's perspective or purpose in a text or how the author uses rhetoric to advance it.	Can identify the author's perspective or purpose in a text.	Can identify words or phrases the author uses to express a perspective or purpose in a text.	Can identify an author's perspective or purpose in a text or how the author uses rhetoric to advance it.	Can describe how an author uses rhetoric to express or relate his or her perspective or purpose in a text.
ELA.7.AOR.5.1	Analyze how the structure of a literary text (e.g., narrative, drama, poem) contributes to its meaning.	Explain how a specific aspect of the structure (e.g., chapters, scenes, stanzas) of a literary text (e.g., narrative, drama, poem) contributes to its meaning.	Can recognize a structure used in a literary text.	Can identify a specific aspect of the structure that supports the meaning of a literary text.	Can describe how a specific aspect of the structure of a literary text contributes to its meaning.	Can explain how a specific aspect of the structure of a literary text contributes to the development of meaning.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.7.AOR.5.2	Explain how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.	Explain how an individual text section(s) (e.g., a particular sentence, paragraph, chapter, or section) or text feature(s) shows an author's purpose in an informational text.	Can identify individual text sections or text features in an informational text.	Can identify an individual text section or text feature in an informational text that shows the author's purpose.	Can describe how individual text sections or text features show an author's purpose in an informational text.	Can explain how the structure of individual text sections or text features convey an author's purpose in an informational text.
ELA.7.AOR.5.3	Trace the development of an author's argument while explaining the types of reasoning and/or the rhetorical appeal of ethos, pathos, or logos in an informational text.	Explain how an author uses reasoning or appeals to the audience to make an argument in an informational text.	Can match an author's argument to the reasoning or appeal the author makes in an informational text.	Can identify how an author makes an argument using a supporting reason or appeal to the audience in an informational text.	Can describe how an author uses reasoning or appeals to the audience to support an argument in an informational text.	Can explain how an author develops an argument throughout an informational text by using reasons and appeals to the audience.
ELA.7.AOR.6.1	Summarize and/or paraphrase content from grade-level text to enhance comprehension.	Summarize and/or paraphrase content from a text to show comprehension.	Can identify content that would be included in a summary of a text.	Can summarize or paraphrase a portion of a text.	Can summarize or paraphrase content from a text to show comprehension.	Can summarize and/or paraphrase content from a text to increase comprehension.
ELA.7.AOR.7.1	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; b. use background or prior knowledge to determine or clarify the meanings of words; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), background knowledge, or reference materials to determine or clarify the meaning of words (including those with multiple meanings) and phrases.	Can match words with similar meanings in a text.	Can identify the meaning of words or phrases defined in the text.	Can use context, background knowledge, or reference materials to determine or clarify the meaning of words or phrases.	Can use context, background knowledge, or reference materials to determine or clarify the precise meaning of unknown or multiple meaning words or phrases.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.7.AOR.8.1	Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., metaphor) in context and analyze how they function within the text; b. determine the relationship between words; and c. distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).	Identify how the author uses figurative, technical, or connotative language in context.	Can match a word to a description in a text.	Can identify words or phrases with figurative, technical, or connotative meanings in context.	Can identify how the author uses figurative, technical, or connotative language in context.	Can describe an author's use of figurative, connotative, and technical language within a text.
ELA.7.AOR.9.1	Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.	Use affixes and/or common Greek and Latin roots to determine the meanings of words and phrases.	Can identify affixes or common root words.	Can identify the meaning of affixes or common root words.	Can use the meaning of affixes or common root words to determine the meaning of words and phrases.	Can use knowledge of affixes or root words to determine or clarify the meaning of unknown words and phrases.
ELA.7.AOR.10.1	Evaluate a text or subject presented through multimedia formats (e.g., reading a print version of a speech and listening to an audio recording of a speech) and analyze how each media's portrayal of the text or subject impacts the audience.	Compare how a print format of a text and a non-print format of the same subject affect the audience.	Can identify a difference or similarity between a print and non-print format of the same subject.	Can identify an effect a print or non-print format of a text has on the audience.	Can compare how a print format of a text and a non-print format of the same subject affect the audience.	Can describe how a print format of a text and a non-print format of the same subject impact the audience the same or differently.

Research (R)

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.7.R.1.1	Conduct short and more sustained research by: a. generating a question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and the purpose.	Conduct research for inquiry by a. creating one or more research questions; and b. using one or more provided sources after sorting for relevance.	Can select a topic that relates to a relevant source.	Can match a question to a topic or relevant source.	Can identify a research question on a topic based on provided source(s) that are sorted for relevance.	Can determine research questions for a topic after sorting sources for relevance.
ELA.7.R.1.2	Determine the credibility of one or more sources consulted and use the most credible source(s).	Given a topic, choose which of the provided sources are most credible.	Can recognize the characteristics of a credible source.	Can identify a credible source when given a topic.	Can identify which of the provided sources are most credible when given a topic.	Can determine the credibility of a given source in order to select the most credible option.
ELA.7.R.1.3	Determine which source(s) and/or information is relevant to the topic.	Given a topic, identify which source(s) or information are relevant.	Can identify a fact or opinion when given a topic.	Can identify a source or detail that is related to a given topic.	Can identify which sources or information are relevant when given a topic.	Can determine which sources or information are relevant to a given topic.
ELA.7.R.1.4	Logically organize findings.	Organize information from a provided source into logical categories.	Can identify a characteristic of an idea, event, or source.	Can sort ideas, events, or sources into logical categories based on shared characteristics.	Can group information from a provided source into categories.	Can organize information from a provided source into logical categories.
ELA.7.R.1.5	Cite sources to avoid plagiarism.	Identify a way to cite source(s).	Can recognize information is from a source.	Can recognize when a citation is provided.	Can identify how to cite a source(s).	Can determine when a citation is needed.

Written and Oral Communication (C)

ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.

ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.

ELA.C.3: Write narratives to develop real or imagined experiences using effective techniques.

ELA.C.4: Demonstrate command of standard English grammar and conventions when writing.

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

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

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

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.7.C.1.1	Write arguments to support a claim with clear reasons and relevant evidence. When writing: a. introduce a claim and organize the reasons and evidence clearly; b. support a claim using logical reasoning supported by facts, data, and/or statistics as evidence from a credible source(s); c. acknowledge a counterclaim; d. use an organizational structure appropriate to the purpose and task; e. use transitions to clarify the relationships between claims and reasons; f. provide a concluding statement or section that supports the argument presented.	Write texts that make a claim and support it with reasons and/or evidence: a. State a claim. b. Provide reasons to support the claim that are supported by information from a credible source(s). c. Acknowledge that others may disagree with the claim. d. Group ideas logically. e. Use transitions that link ideas and maintain argumentative structure. f. Provide a concluding statement.	Can match a claim to reasons or evidence.	Can identify a claim that is relevant to a topic and/or support it with reasons or evidence.	Can identify and group the reasons and/or evidence to support a claim while recognizing that others may disagree; provide a concluding statement.	Can determine how to support and organize ideas for a claim using clear reasons and relevant evidence while acknowledging different perspectives; provide a concluding statement.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.7.C.2.1	Write informative texts to examine a topic and analyze information from one or more sources. When writing: a. introduce a topic and organize ideas, concepts, and information using structures such as definition, compare and contrast, and/or cause and effect; b. develop the topic with relevant facts, definitions, details, and/or quotes; c. use appropriate transitions to clarify the relationships between ideas and concepts; d. use precise language and thoughtful elaboration to inform or to explain the topic; e. establish a tone appropriate to the task and audience; and f. provide a concluding statement or section that supports the information presented.	Write informative texts: a. Introduce a topic and use a familiar organizational structure (e.g., definition, compare and contrast, and/or cause and effect). b. Include facts, details, definitions, quotes, and/or other information related to the topic. c. Use transitions to link and clarify ideas. d. Use vocabulary that is specific to the topic and elaborate on ideas. e. Use a tone appropriate to task and audience. f. Provide a concluding statement.	Can match a topic to facts, details, or quotes.	Can identify a fact, detail, definition, quote, or other piece of information that supports a topic.	Can organize facts, details, definitions, quotes, or other information into an organizational structure appropriate for informative writing and the audience; provide a concluding statement.	Can determine and structure facts, details, definitions, quotes, vocabulary, or other information to include in informative writing that is appropriate for the audience; provide a concluding statement.
ELA.7.C.3.1	Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences. When writing: a. produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; b. engage the reader by establishing context and point of view and introducing a narrator and/or characters; c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; e. use precise words, relevant descriptive details, and figurative language to convey the action, experiences, and events; and f. provide an ending that follows logically from the narrated experiences or events.	Write narrative texts: a. Produce clear writing that conveys meaning and is appropriate to the task, purpose, and audience. b. Establish a situation and setting as well as a narrator and/or characters. c. Use words and organization that pace events and indicate a plot structure. d. Use dialogue when appropriate; use words that provide descriptive details about events, setting, and/or characters. e. Use language as a tool to help craft the story (e.g., use precise words, relevant descriptive details, and/or figurative language). f. Provide a plausible ending to the story.	Can select a character, setting, or event to include in a narrative text.	Can describe a sequence of events, characters, setting, or meaning in a narrative.	Can use language, word choices, or dialogue to convey meaning, develop a plot structure, develop characters, and/or establish a setting.	Can establish a narrative text that develops a plot, characters, setting, and conveys meaning through the use of descriptive language, details, and dialogue.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.7.C.4.1	Use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence structure. When writing: a. apply knowledge of rules for capitalization; b. use a comma to separate coordinate adjectives; c. use hyphenated compound words (e.g., mother-in-law); d. use phrases and clauses (noun, relative, adverbial) within a sentence, recognizing and correcting misplaced and dangling modifiers; e. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense; and 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.	Use knowledge of grammar to write or add to grammatically correct short texts: a. Apply knowledge of capitalization rules. b. Use commas to separate coordinate adjectives. c. Use hyphenated compound words (e.g., mother-in-law). d. Use different types of phrases to add meaning to a sentence. e. Identify and revise complete, incomplete, and/or run-on sentences, sentences with inappropriate tense shifts, or sentences with errors in pronoun-antecedent agreement. f. Use a source to check and revise spelling or grammar.	Can recognize a proper, complete sentence.	Can identify grammatically correct sentences that have proper conventions.	Can complete grammatically correct short texts using proper conventions with varied sentence structure.	Can construct grammatically correct short texts using proper conventions with varied sentence structure.
ELA.7.C.5.1	Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.	Identify and/or apply a change to improve writing.	Can identify an important or relevant detail in a text.	Can identify relevant or irrelevant details in a text.	Can identify and/or apply a change to improve writing.	Can improve a text by adding or removing ideas to strengthen the writing.
ELA.7.C.7.1	Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples. When presenting: a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing) for a variety of purposes and audiences; b. convey a clear perspective with clear reasoning and valid evidence; c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. select and use appropriate digital tools for the task, purpose, and audience.	Present information about a topic, present an opinion, or tell a story orally and visually.	Can select a perspective or purpose of a topic or plot of a story.	Can identify a detail relevant to a topic, opinion, or story.	Can identify information about a topic, opinion, or story to include in an orally or visual presentation.	Can provide relevant claims and findings logically about a topic, opinion, or story in an oral or visual presentation.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.7.C.8.1	<p>Participate in structured discussions and collaborations about grade-appropriate topics and texts:</p> <p>a. ask questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and</p> <p>b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue.</p>	<p>Make on-topic contributions to a structured conversation (e.g., express new ideas, ask questions, identify differences between perspectives).</p>	<p>Can identify a new idea, question, or difference between perspectives that relates to the topic of a conversation.</p>	<p>Can describe how a new idea, question, or difference between perspectives relates to a structured conversation.</p>	<p>Can contribute to a structured conversation by adding a new idea, asking questions, or considering a difference between perspectives.</p>	<p>Can participate in structured conversations by contributing a new idea, asking or answering questions, or identifying a difference between perspectives.</p>
ELA.7.C.9.1	<p>Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:</p> <p>a. determine the effectiveness of a speaker's argument and specific claims, evaluating the relevance of the evidence; and</p> <p>b. analyze a presentation to determine how a speaker articulates a clear message, chooses appropriate media, and uses appropriate voice for the audience.</p>	<p>Use digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:</p> <p>a. Form an opinion about the quality of a speaker's argument based on the relevance of the evidence.</p> <p>b. Identify the speaker's message and/or how the speaker supports the message by choosing certain media or considering the audience.</p>	<p>Can recognize the speaker's claim.</p>	<p>Can identify a detail or reason a speaker uses for an argument.</p>	<p>Can use various forms of a presentation to form an opinion about a speaker's argument or choice of media.</p>	<p>Can determine the effectiveness of a speaker's argument based on the reasons provided and/or the speaker's choices on how to present the information.</p>

Grade 8

Applications of Reading (AOR)

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

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.

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

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

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

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.8.AOR.1.1	Analyze how key elements contribute to the meaning of the text as a whole.	Explain how a key element contributes to a text's overall meaning.	Can recognize an element in a text.	Can identify a text's overall meaning.	Can describe how an element contributes to a text's overall meaning.	Can explain how key elements contribute to a text's overall meaning.
ELA.8.AOR.1.2	Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of symbolism.	Explain how figurative language affects the mood, tone, or meaning of a text; identify symbolism.	Can recognize figurative language or symbolism in a text.	Can identify the mood, tone, or symbolism elements of a text.	Can describe how figurative language affects the mood, tone, or meaning of a text and/or identify symbolism.	Can explain how figurative language impacts mood, tone, and meaning of text or describe how an author uses symbolism.
ELA.8.AOR.2.1	Analyze how key details contribute to the development of two or more themes within and across literary texts.	Identify how key details develop themes in a literary text(s).	Can recognize a detail in literary texts.	Can identify the theme or themes in literary texts.	Can identify key details that develop themes in literary texts.	Can describe how key details that develop themes in literary texts.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.8.AOR.2.2	Analyze how supporting details contribute to the development of two or more central ideas within and across informational texts.	Identify supporting details that develop central ideas in an informational text(s).	Can recognize a detail in informational texts.	Can identify the central idea or central ideas in informational texts.	Can identify supporting details that develop central ideas in informational texts.	Can describe how supporting details develop the central ideas in informational texts.
ELA.8.AOR.3.1	Analyze how points of view and/or perspectives create effects to include suspense and dramatic irony.	Explain how a particular point of view or perspective creates an effect (e.g., creates suspense).	Can recognize a point of view or perspective in a text.	Can identify an effect the author creates in a text.	Can describe a particular point of view or perspective that creates an effect.	Can explain how points of view or perspectives create effects.
ELA.8.AOR.4.1	Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.	Explain how an author uses rhetoric to develop the perspective or purpose in a text (e.g., through word choice).	Can identify the perspective or purpose in a text.	Can identify words that affect perspective or purpose in a text.	Can describe how an author develops the perspective or purpose in a text.	Can explain how an author uses words to advance a perspective or purpose of a text.
ELA.8.AOR.5.1	Determine and explain how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery or suspense.	Explain how the structure of a text (e.g., the use of flashback or foreshadowing) adds effects such as mystery or suspense.	Can recognize the structure of a text.	Can identify effects such as mystery or suspense in a text.	Can determine the effect that structure has on a text.	Can describe how the structure of a text adds mystery or suspense.
ELA.8.AOR.5.2	Analyze how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.	Explain how the structure of individual text section(s) (e.g., a particular sentence, paragraph, chapter, or section) or a text feature(s) shows an author's purpose in an informational text.	Can identify individual text sections or text features in an informational text.	Can identify the structure of individual text sections or text features in an informational text.	Can describe how the structure of individual text sections or text features shows an author's purpose in an informational text.	Can explain how the structure of individual text sections or text features conveys an author's purpose in an informational text.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.8.AOR.5.3	Trace the development of an author's argument while analyzing the types of reasoning and/or rhetorical appeals used in an informational text.	Explain how an author uses reasoning and/or appeals to the audience to make an argument in an informational text.	Can identify an author's argument in an informational text.	Can identify a reason or appeal to the audience that supports an author's argument in an informational text.	Can describe impact the reasoning and/or appeals to the audience an author uses to make an argument have on an informational text.	Can explain how an author uses reasoning and/or appeals to the audience to make an argument in an informational text.
ELA.8.AOR.6.1	Summarize and/or paraphrase content from grade-level text to enhance comprehension.	Summarize and/or paraphrase content from a text to show comprehension.	Can identify content that would be included in a summary of a text.	Can summarize or paraphrase a portion of a text.	Can summarize or paraphrase content from a text to show comprehension.	Can summarize and/or paraphrase content from a text to increase comprehension.
ELA.8.AOR.7.1	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; b. use background or prior knowledge to determine or clarify the meanings of words; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), background knowledge, or reference materials to determine or clarify the meaning of words (including those with multiple meanings) and phrases.	Can match words with similar meanings in a text.	Can identify the meaning of words or phrases defined in the text.	Can use context, background knowledge, or reference materials to determine or clarify the meaning of words and phrases.	Can use context, background knowledge, or reference materials to determine or clarify the precise meaning of unknown, known, or multiple meaning words or phrases.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.8.AOR.8.1	Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., oxymoron) in context and analyze how they function within a text; b. determine the relationship between particular words to better understand each of the words; and c. distinguish between the connotations of words with similar denotations (e.g., willful, resolute).	Identify how the author uses figurative, technical, or connotative language using context.	Can match a word to definition in a text.	Can identify words or phrases with figurative, technical, or connotative meanings in a text.	Can identify how the author uses figurative, technical, or connotative language using context.	Can describe an author’s use of figurative, connotative, and technical language using context.
ELA.8.AOR.9.1	Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.	Use affixes and/or common Greek and Latin roots to determine the meanings of words and phrases.	Can identify an affix or common Greek or Latin root in a word or phrase.	Can identify the meanings of affixes and/or common Greek and Latin roots.	Can identify the meanings of words and phrases using affixes and/or common Greek and Latin roots.	Can clarify the precise meanings of unknown words and phrases using affixes and/or common Greek and Latin roots.
ELA.8.AOR.10.1	Evaluate a text or subject presented through multimedia formats (e.g., reading a print version of a scene in a play and watching a performance of a scene in a play), and analyze how each media’s portrayal of the text or subject impacts the audience.	Compare how a print format of a text and a non-print format of the same subject affect the audience.	Can identify a difference or similarity between a print and non-print format of the same subject.	Can identify an effect a print or non-print format of a text has on the audience.	Can compare how a print format of a text and a non-print format of the same subject affect the audience.	Can describe how a print format of a text and a non-print format of the same subject impact the audience.

Research (R)

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.8.R.1.1	Conduct short and more sustained research by: a. generating and answering a research question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and purpose.	Conduct research for inquiry by a. creating one or more research questions; and b. using one or more provided sources after sorting for relevance.	Can select a topic that relates to a relevant source.	Can match a question to a topic or relevant source.	Can identify a research question on a topic based on provided source(s) that are sorted for relevance.	Can determine research questions for a topic after sorting sources for relevance.
ELA.8.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.	Given a topic, choose which of the provided sources are most credible and relevant.	Can recognize the characteristics of a credible and relevant source.	Can identify a credible and relevant source when given a topic.	Can identify which of the provided sources are most credible and relevant when given a topic.	Can determine the credibility of a given source in order to select the most credible option.
ELA.8.R.1.3	Analyze findings to determine relevance to the topic.	Given a topic, identify which information from a source(s) is most relevant.	Can recognize the characteristics of a relevant information from a credible source.	Can identify information from a source when given a topic.	Can identify which information from a source is most relevant when given a topic.	Can determine which what information from a provided source should be used to support a topic.
ELA.8.R.1.4	Logically organize findings as relevant to the purpose.	Organize information from a provided source(s) into categories relevant to the purpose or task.	Can identify a characteristic of an idea, event, or source.	Can sort ideas, events, or sources into logical categories relevant to a purpose based on shared characteristics.	Can group information from a provided sources into categories relevant to the purpose or task.	Can organize information from provided sources into logical categories that are relevant to the purpose.
ELA.8.R.1.5	Cite sources to avoid plagiarism.	Identify a way to cite a source(s).	Can recognize information is from a source.	Can recognize when a citation is provided.	Can identify how to cite a source(s).	Can determine when a citation is needed.

Written and Oral Communication (C)

ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.

ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.

ELA.C.3: Write narratives to develop real or imagined experiences using effective techniques.

ELA.C.4: Demonstrate command of standard English grammar and conventions when writing.

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

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

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

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.8.C.1.1	Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing: a. introduce a claim(s) and support a claim(s) with logical reasoning and relevant evidence (e.g., facts, data, statistics) using accurate and credible sources; b. acknowledge and refute a counterclaim with relevant evidence; create an organizational structure that establishes relationships between reasons and evidence; c. use transitions to create cohesion and clarify the relationships between claim(s), a counterclaim, reasons, and evidence; d. establish and maintain a tone appropriate to the task and audience; and e. provide a concluding statement or section that supports the argument presented.	Write texts that make a claim and support it with reasons and/or evidence: a. State a claim; provide reasons to support the claim that are supported by relevant information from a credible source(s). b. Acknowledge a reason that others may disagree with the claim; logically organize reasons and evidence. c. Use transitions that link ideas and maintain argumentative structure. d. Use a tone appropriate to task and audience. e. Provide a concluding statement.	Can match a claim to reasons or evidence.	Can identify a claim that is relevant to a topic and/or support it with reasons or evidence.	Can identify and group the reasons and/or evidence to support a claim while recognizing that others may disagree.	Can determine how to support and organize ideas for a claim using clear reasons and relevant evidence while acknowledging different perspectives.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.8.C.2.1	Write informative texts to examine a topic and analyze information from multiple sources. When writing: a. introduce a topic clearly and organize ideas, concepts, and information, using a structure such as definition, compare and contrast, and/or cause and effect; b. develop the topic with relevant facts, definitions, details, and/or quotes; c. use varied transitions to clarify the relationships between ideas and concepts; d. use precise language and thoughtful elaboration to inform or to explain the topic; e. establish a tone appropriate to the task and audience; and f. provide a concluding statement or section that supports the information presented.	Write informative texts: a. Introduce a topic and use a familiar organizational structure (e.g., definition, compare and contrast, and/or cause and effect). b. Include facts, details, definitions, quotes, and/or other information related to the topic. c. Use transitions to link and clarify ideas. d. Use vocabulary that is specific to the topic and elaborate on ideas. e. Use a tone appropriate to task and audience. f. Provide a concluding statement.	Can match a topic to facts, details, or quotes.	Can identify a fact, detail, definition, quote, or other piece of information that supports a topic.	Can organize facts, details, definitions, quotes, or other information into an organizational structure appropriate for informative writing and the audience.	Can determine and structure facts, details, definitions, quotes, vocabulary, or other information to include in informative writing that is appropriate for the audience.
ELA.8.C.3.1	Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing: a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; b. engage the reader by establishing a situation, a clear point of view, and by introducing a narrator and/or characters; c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending that connects to the intended purpose of the writing.	Write narrative texts: a. Produce clear writing that conveys meaning and is appropriate to the task, purpose and audience. b. Establish a situation, maintain a point of view, and introduce a narrator and/or characters. c. Use words and organization that pace events and indicate a plot structure. d. Use dialogue when appropriate; use words that provide descriptive details about events, setting, and/or characters. e. Use language as a tool to help craft the story (e.g., use precise words, relevant descriptive details, and/or figurative language). f. Provide a plausible ending to the story.	Can select a character, setting, or event to include in a narrative text.	Can describe a sequence of events, characters, setting, or meaning in a narrative.	Can use language, word choices, or dialogue to convey meaning, develop a plot structure, develop characters, and/or establish a setting.	Can establish a narrative text that develops a plot, characters, setting, and conveys meaning through the use of descriptive language, details, and dialogue.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.8.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: a. apply knowledge of rules for capitalization; b. use a comma or dash to indicate a pause or break and an ellipsis to indicate an omission; c. use different types of verbals in sentences (gerunds, participles, infinitives); d. distinguish between and use active and passive voice and types of grammatical mood (indicative, subjunctive, conditional, imperative); e. use appropriate parallel structure in words, phrases, and clauses; f. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and g. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.	Use knowledge of grammar to write or add to grammatically correct texts: a. Apply knowledge of capitalization rules. b. Use a comma or dash to indicate a pause or break. c. Use gerunds, participles, or infinitives in sentences. d. Use active or passive voice as appropriate. e. Use parallel structure in words or phrases. f. Identify and revise complete, incomplete, and/or run-on sentences, and sentences with inappropriate verb tense or voice shifts. g. Use a source to check and revise spelling or grammar.	Can recognize a proper, complete sentence.	Can identify grammatically correct sentences that have proper conventions.	Can complete grammatically correct texts using proper conventions with varied sentence structure.	Can construct grammatically correct texts using proper conventions with varied sentence structure.
ELA.8.C.5.1	Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity and cohesiveness.	Identify and/or apply a change to improve writing.	Can identify an important or relevant detail in a text.	Can identify relevant or irrelevant details in a text.	Can identify and/or apply a change to improve writing.	Can improve a text by adding or removing ideas to strengthen the writing.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.8.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: a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing); b. convey a clear perspective with clear reasoning and valid evidence; c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. select and use appropriate digital tools.	Present claims and findings orally and visually, using relevant support (e.g., descriptions, facts, details, and/or examples).	Can identify a clear perspective or purpose of a topic or plot of a story.	Can identify a claim relevant to a topic, opinion, or story.	Can present claims about a topic, opinion, or story orally or visually.	Can combine relevant claims and findings logically about a topic, opinion, or story in an oral or visual presentation.
ELA.8.C.8.1	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas. 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.	Make on-topic contributions to a structured conversation (e.g., start the conversation, express new ideas, ask questions, identify differences between perspectives).	Can identify a new idea, question, or difference between perspectives that relates to the topic of a conversation.	Can describe how a new idea, question, or difference between perspectives relates to a structured conversation.	Can participate in a structured conversation by adding a new idea, asking questions, or considering a difference between perspectives.	Can initiate a structured conversation by proposing a new idea, asking a question, or identifying a new perspective.
ELA.8.C.9.1	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: a. determine the effectiveness of a speaker's argument and specific claims, evaluating the speaker's reasoning and relevance of the evidence; 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 c. analyze the purpose of the information being presented.	Use digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: a. Form an opinion about the quality of a speaker's argument based on the speaker's use of reasoning and/or relevant evidence. b. Identify the speaker's message and/or how the speaker supports the message by choosing certain media or considering the audience. c. Identify the purpose of the information presented.	Can identify the speaker's claim, message, or purpose.	Can identify a detail or reason that relates to a speaker's argument; recognize the purpose of the presentation.	Can use various forms of a presentation to form an opinion about the effectiveness of the speaker's argument; identify the purpose of the presentation.	Can determine the effectiveness of how an author's argument supports the claim or message; describe the purpose of the presentation.

English 2

Applications of Reading (AOR)

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

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.

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

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

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

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
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.	Explain how a key element(s), multiple perspectives, or context contribute to the overall meaning or style of a text.	Can recognize a key element or multiple perspectives in a text.	Can identify a text's overall meaning or style.	Can describe how key elements, multiple perspectives, or context contribute to the overall meaning or style of a text.	Can explain how key elements, multiple perspectives, or context deepen the overall meaning or enhance style of a text.
ELA.E2.AOR.1 .2	Analyze an author's use of figurative language in a text(s); explain an author's use of allegory.	Explain how figurative language affects a text; identify allegory.	Can recognize figurative language or allegory in a text.	Can identify figurative language or allegory in a text.	Can describe how figurative language affects a text or describe allegory in a text.	Can explain how figurative language impacts a text or explain how an author uses allegory.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.E2.AOR.2 .1	Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures.	Identify universal themes across literary texts from different time periods, places, and/or cultures.	Can identify an event, lesson, or moral in a literary text.	Can identify a universal theme in a literary text.	Can identify universal themes across literary texts from different time periods, places, and/or cultures.	Can describe how universal themes across literary texts from different time periods, places, and/or cultures develop.
ELA.E2.AOR.2 .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.	Identify supporting details that develop a central idea in historical speech or essay.	Can recognize a detail, event, or idea in a historical speech or essay.	Can identify the central idea in a historical speech or essay.	Can identify supporting details that develop a central idea in historical speech or essay.	Can describe how an author uses supporting details to develop a central idea in a historical speech or essay.
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).	Explain how a difference in perspective between the narrator or characters and the reader creates an effect (e.g., creates suspense or humor).	Can recognize the perspective of the narrator, characters, or the reader in a text.	Can identify an effect the author creates in a text.	Can describe a difference in perspective between the narrator or characters and the reader that creates an effect.	Can explain how differences in perspective between the narrator or characters and the reader creates an effect.
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.	Determine an author's perspective or purpose, and/or explain how the author uses word choice to advance that perspective or purpose.	Can identify an author's perspective or purpose.	Can identify words an author uses to support the perspective or purpose.	Can identify an author's perspective or purpose, and/or describe words the author uses to advance that perspective or purpose.	Can explain how the author's word choice advances the perspective or purpose.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
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.	Explain how the structure of a text (e.g., the order of events and/or use of flashback or foreshadowing) adds mystery, tension, or surprise.	Can identify the structure or order of events of a text.	Can identify an effect an author adds to a text such as mystery, tension, or surprise.	Can describe how the structure of a text or order of events adds mystery, tension, or surprise.	Can explain how an author creates mystery, tension, or surprise by structuring a text.
ELA.E2.AOR.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.	Explain how text structure(s) and/or text feature(s) in an informational text affect meaning or the reader's experience; identify a change in a text structure or text feature that would make a text more effective.	Can identify effective text structures and/or text features in an informational text.	Can identify text structures and/or text features in an informational text that affect the meaning or reader's experience; identify a text structure or text feature that is ineffective.	Can describe how text structures and/or text features in an informational text affect meaning or the reader's experience; identify a change in a text structure or text feature that would make a text more effective.	Can explain how multiple text structures and/or text features in an informational text impact a reader's experience; determine how an author could make a text more effective.
ELA.E2.AOR.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.	Identify opposing claims in two informational texts; determine if a claim is effective.	Can recognize the effective claim of a text.	Can identify the claims of two informational texts; recognize what makes a claim effective.	Can identify opposing claims in two informational texts; identify an effective claim.	Can describe the differences between two author's claims in informational texts; determine if a claim is effective.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.E2.AOR.6 .1	Summarize and/or paraphrase content from grade-level text to enhance comprehension.	Summarize and/or paraphrase content from a text to show comprehension.	Can identify content that would be included in a summary of a text.	Can summarize or paraphrase a portion of a text.	Can summarize or paraphrase content from a text to show comprehension.	Can summarize and/or paraphrase content from a text to increase comprehension.
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: 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; b. use background or prior knowledge to determine or clarify the meanings of words; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), background knowledge, or reference materials to determine or clarify the meaning of words (including those with multiple meanings) and phrases.	Can match words with similar meanings in a text.	Can identify the meanings of words or phrases defined in the text.	Can use context, background knowledge, or reference materials to determine or clarify the meanings of words and phrases.	Can use context, background knowledge, or reference materials to determine or clarify the meanings of unknown, known, or multiple meaning words or phrases.
ELA.E2.AOR.8 .1	Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., hyperbole) in context and analyze how they function within a text; b. analyze nuances in the meanings of words with similar denotation; and 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).	Identify how the author uses figurative, technical, or connotative language in context.	Can match a word to definition in a text.	Can identify words or phrases with figurative, technical, or connotative meanings in a text.	Can identify how the author uses figurative, technical, or connotative language in context.	Can describe an author's use of figurative, connotative, and technical language in context.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.E2.AOR.9.1	Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.	Use provided etymology information to determine the meaning of a word or phrase.	Can identify the etymology of a word or phrase.	Can identify the effect of etymology on the meaning of a word or phrase.	Can use provided etymology information to determine the meaning of a word or phrase.	Can apply understanding of the etymology or a word or phrase to determine meaning.
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.	Identify a multimedia format (e.g., print text, digital text, film, image, performance) that is most effective for presenting an idea or topic.	Can recognize a multimedia format.	Can identify a multimedia format that affects the presentation of an idea or topic.	Can identify a multimedia format that is most effective for presenting an idea or topic.	Can describe how a multimedia format affects the presentation of an idea or topic.

Research (R)

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.E2.R.1.1	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: a. answering a self-generated question(s) about a topic(s) while using a variety of sources; and b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience.	Conduct research for inquiry by a. creating one or more research questions; and b. using one or more provided sources after sorting for relevance.	Can select a topic that relates to a relevant source.	Can match a question to a topic or relevant source.	Can identify a research question on a topic based on provided source(s) that are sorted for relevance.	Can determine research questions for a topic after sorting sources for relevance.
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.	Given a topic and purpose, choose which of the provided sources are most credible and relevant.	Can recognize the characteristics of a credible and relevant source.	Can identify a credible and relevant source when given a topic.	Can identify which of the provided sources are most credible and relevant when given a topic.	Can determine the credibility of a given source in order to select the most credible option.
ELA.E2.R.1.3	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.	Given a topic and purpose, identify which information from a source(s) is most relevant.	Can recognize the characteristics of information relevant to a topic or purpose from a credible source.	Can identify information from a source when given a topic or purpose.	Can identify which information from sources is most relevant when given a topic and purpose.	Can determine what information from a provided source should be used to support a topic or purpose.
ELA.E2.R.1.4	Logically organize findings as relevant to the purpose and audience.	Organize information from a provided source(s) into categories relevant to the purpose and/or audience.	Can identify a characteristic of an idea, event, or source.	Can sort ideas, events, or sources into logical categories relevant to a purpose and/or audience based on shared characteristics.	Can group information from provided sources into categories relevant to the purpose and/or audience.	Can organize information from provided sources into logical categories that are relevant to the purpose and/or audience.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.E2.R.1.5	Follow a standard academic style guide for citation to avoid plagiarism.	Use a provided standard academic style guide to identify where information should be placed in a citation.	Can recognize a properly cited source.	Can identify information that is properly placed in a citation when provided a standard academic style guide.	Can identify where information should be placed in a citation when provided a standard academic style guide.	Can use a standard academic style guide to determine where information should be placed within a citation.

Written and Oral Communication (C)

ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.

ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.

ELA.C.3: Write narratives to develop real or imagined experiences using effective techniques.

ELA.C.4: Demonstrate command of standard English grammar and conventions when writing.

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

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

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

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

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.E2.C.1.1	Write arguments to support claims in an analysis of a topic or texts. When writing: 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; b. acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence; c. link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence; d. establish a tone and style appropriate to the purpose and audience; and e. provide a concluding statement or section that supports the argument presented.	Write argumentative texts to make and support a claim to show understanding of a topic or text: a. State a claim; provide reasons to sufficiently support the claim that are supported by relevant information from a credible source(s). b. Acknowledge a reason that others may disagree with the claim and use relevant evidence to refute it; logically organize reasons and evidence. c. Use transitions that link ideas and maintain argumentative structure. d. Use a tone or style appropriate to task and audience. e. Provide a concluding statement.	Can recognize a claim and/or counterclaim in a text.	Can identify a claim or argument that is relevant to a topic; identify counterclaims.	Can identify logical reasons and/or evidence from a credible source to support a claim in a text; describe counterclaims; provide a concluding statement.	Can support a claim using arguments with logical reasons and relevant evidence from a credible source; refute counterclaims; provide a concluding statement.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational- Level 1	Emerging- Level 2	Meets- Level 3	Exceeds- Level 4
ELA.E2.C.2.1	<p>Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions; b. develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience; c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts; d. use precise language and vocabulary appropriate to the complexity of the topic; e. establish and maintain a style and objective tone appropriate to the task and purpose; and f. provide a concluding statement or section that supports the information presented. 	<p>Write informative texts to convey multifaceted information:</p> <ul style="list-style-type: none"> a. Introduce a topic and use a familiar organizational structure (e.g., definition, compare and contrast, and/or cause and effect). b. Include facts, details, definitions, quotes, data and/or other information related to the topic. c. Use transitions to link and clarify ideas. d. Use vocabulary that is specific to the topic and elaborate on ideas. e. Use a tone appropriate to task and audience. f. Provide a concluding statement. 	Can introduce a topic for writing an informative text.	Can identify an introduction, fact, detail, definition, quote, and/or other pieces of multifaceted information that support a topic of an informative text.	Can determine an introduction, facts, details, definitions, quotes, and/or other multifaceted information related to a topic to include in an informative text; provide a concluding statement.	Can establish an introduction, facts, details, definitions, quotes, and/or other multifaceted information related to a topic and include it in an informative text; provide a concluding statement.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational- Level 1	Emerging- Level 2	Meets- Level 3	Exceeds- Level 4
ELA.E2.C.3.1	<p>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:</p> <ul style="list-style-type: none"> a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; b. engage the reader by establishing a situation and/or setting up a problem or observation; c. develop a clear progression of experiences or events; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing. 	<p>Write narrative texts:</p> <ul style="list-style-type: none"> a. Produce clear writing that conveys meaning and is appropriate to the task, purpose, and audience. b. Establish a situation, maintain a point of view, and introduce a narrator and/or characters. c. Use words and organization that pace events and indicate a plot structure. d. Use dialogue when appropriate; use words that provide descriptive details about events, setting, and/or characters. e. Use language as a tool to help craft the story (e.g., use precise words, relevant descriptive details, and/or figurative language). f. Provide a plausible ending to the story. 	Can identify an element in a story that is related to the task, purpose, or audience.	Can describe a sequence of events, characters, and setting, or meaning in a text that is appropriate to the task, purpose, or audience.	Can use descriptive words that convey meaning, describe a plot, structure, develop characters, events, and setting, and establish a setting appropriate to the task, purpose, or audience.	Can construct a narrative text that develops a plot structure, characters, events, and a setting, and conveys meaning and/or is appropriate to the task, purpose, or audience.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
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: a. apply knowledge of rules for capitalization; 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; c. select and use verbs with appropriate mood and tone; 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 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.	Use knowledge of grammar to write or add to grammatically correct texts: a. Apply knowledge of capitalization rules. b. Use a colon to introduce a quotation or definition, or to expand on information in a sentence; use a dash to set off or expand upon information, or to emphasize information. c. Select and use verbs appropriately. d. Identify and revise complete, incomplete, and/or run-on sentences, sentences with inappropriate verb tense or voice shifts, or sentences with errors in parallel structure. e. Use a source to check and revise spelling or grammar.	Can recognize a proper, complete sentence.	Can identify grammatically correct sentences that have proper conventions.	Can complete grammatically correct texts using proper conventions with varied sentence structure.	Can construct grammatically correct texts using proper conventions with varied sentence structure.
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.	Identify and/or apply a change to improve writing for the audience, purpose, or task.	Can identify a key detail in a text that is appropriate for the audience, purpose, or task.	Can identify relevant or irrelevant details in a text that is appropriate for the audience, purpose, or task.	Can identify and/or apply a change to improve clarity of writing that is appropriate for the audience, purpose, or task.	Can add or remove details in order to improve clarity and cohesiveness of writing that is appropriate for the audience, purpose, or task.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational- Level 1	Emerging- Level 2	Meets- Level 3	Exceeds- Level 4
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: a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing, intonation); b. convey a clear perspective with clear reasoning and credible evidence; c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. select and use appropriate online platforms to export multimedia texts for publication and to enhance communication and add interest.	Present claims and findings orally and visually, using relevant support (e.g., descriptions, facts, details, and/or examples) and adjusting for audience and purpose.	Can identify a clear perspective or purpose of a topic or plot of a story appropriate for audience and purpose.	Can identify a claim relevant to a topic, opinion, or story appropriate for audience and purpose.	Can present claims about a topic, opinion, or story orally or visually adjusting for audience and purpose.	Can combine relevant claims and findings logically about a topic, opinion, or story in an oral or visual presentation adjusting for audience and purpose.
ELA.E2.C.8.1	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and 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.	Make on-topic contributions to a structured conversation (e.g., start the conversation, express new ideas, ask questions, identify differences between perspectives).	Can identify a new idea, question, or difference between perspectives that relates to the topic of a conversation.	Can explain how a new idea, question, or difference between perspectives relates to a structured conversation about a topic.	Can participate in a structured conversation by adding a new idea, asking questions, or considering a difference between perspectives about a topic.	Can initiate a structured conversation by proposing a new idea, asking a question, or identifying a new perspective about a topic.

Indicator	SCCCR Standard	Alternate Academic Achievement Standard	Foundational-Level 1	Emerging-Level 2	Meets-Level 3	Exceeds-Level 4
ELA.E2.C.9.1	<p>Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:</p> <ul style="list-style-type: none"> 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; b. analyze the effectiveness and validity of the information and supporting evidence being presented; and c. analyze the speaker's motives while identifying any logical fallacies and biases that may be present. 	<p>Use digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:</p> <ul style="list-style-type: none"> a. Form an opinion about the clarity of a speaker's message based on how the speaker supports the message by choosing certain media or considering the audience. b. Form an opinion about the quality of a speaker's argument based on the speaker's use of reasoning and/or relevant evidence. c. Identify the speaker's motives, possible biases, and/or logical fallacies. 	Can identify the speaker's claim, message, purpose, or motives.	Can identify a detail or reason that relates to a speaker's argument; recognize the purpose of the presentation or the speaker's motives.	Can use various forms of a presentation to form an opinion about the effectiveness of the speaker's argument; identify the purpose of the presentation or the speaker's motives.	Can determine the effectiveness of how an author's argument supports the claim or message; describe the purpose of the presentation or the speaker's motives, possible biases, and/or logical fallacies.