

English 2 Indicators Assessed on the EOCEP

This document contains the grade-level indicators assessed on the End of Course Examination for English 2. To assess the full standards document, visit

<https://ed.sc.gov/instruction/standards/english-language-arts/standards/2023-sc-ccr-ela-standards-approved/>.

Code	Indicator
ELA.E2.AOR.1.1	Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.
ELA.E2.AOR.1.2	Analyze an author’s use of figurative language in a text(s); explain an author’s use of allegory.
ELA.E2.AOR.2.1	Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures.
ELA.E2.AOR.2.2	Analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text.
ELA.E2.AOR.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., situation, dramatic, or verbal irony).
ELA.E2.AOR.4.1	Analyze an author’s perspective or purpose, and evaluate the effectiveness of the author’s rhetoric used to advance that perspective or purpose.
ELA.E2.AOR.5.1	Analyze how an author’s choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.
ELA.E2.AOR.5.2	Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.
ELA.E2.AOR.5.3	Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each author’s reasoning, rhetoric, and/or validity of claims.
ELA.E2.AOR.6.1	Summarize and/or paraphrase content from grade-level text to enhance 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.
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 denotations; 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).
ELA.E2.AOR.9.1	Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.
ELA.E2.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.
ELA.E2.R.1.2	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and purpose of inquiry.
ELA.E2.R.1.3	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.
ELA.E2.R.1.4	Logically organize findings as relevant to the purpose and audience.
ELA.E2.R.1.5	Follow a standard academic style guide for citation to avoid plagiarism.
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

Code	Indicator
	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 d. provide a concluding statement or section that supports the argument presented.
ELA.E2.C.2.1	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: 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; 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.
ELA.E2.C.3.1	Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing: 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.
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.
ELA.E2.C.5.1	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.
ELA.E2.C.9.1	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: 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.

To learn more about how each indicator is assessed on the EOCEP for English 2, visit <https://ed.sc.gov/tests/tests-files/eocep-files/assessment-specifications-e2/> .