



ELA Assessment Specifications for Teachers
Assessing the 2024 SC CCR ELA Standards
English 2

Introduction

The End-of-Course Examination Program (EOCEP) for English 2 assessment specifications and content limits are based upon the development of summative assessments that measure the *2024 South Carolina College- and Career-Ready English Language Arts Standards* (SC CCR). The assessment specifications define the purpose of the EOCEP for English 2 assessment and provide important information regarding the content to be measured. The assessment specifications also serve as a road map to guide South Carolina educators in the development and subsequent review of items that best measure the 2024 SC CCR standards for English 2. Each assessment specification is aligned to the given content area, strand, standard, and grade-level indicator, and includes the following key information:

- Evidence statements
- Assessment limits/content constraints
- 2024 academic vocabulary for instruction and assessment
- Text types that may be used with an item

Overarching Expectations

New to the *2024 SC CCR ELA Standards* are the Overarching Expectations (OE). The Overarching Expectations are the fundamental skills and processes embedded in English Language Arts (ELA) instruction across all grade levels. While the Overarching Expectations (OE) are not assessed on summative assessment, the skills and processes outlined in the OE are inherently a part of many of the 2024 grade-level indicators.

Item Types

The EOCEP for English 2 assessment is composed of various item types. These items are described at <https://ed.sc.gov/tests/tests-files/eocep-files/eocep-english-2-item-types/>.

Acknowledgment

The Office of Assessment and Standards (OAS) would like to thank the South Carolina teachers and content specialists who have served on our various assessment committees. Without your expertise and input, this resource would not have been possible.

ELA.E2.AOR.1.1: Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.

ELA.E2.AOR.1.1

Text Types

Literary fiction, literary nonfiction, historical fiction, epic, myth, drama, poetry, paired texts (Refer to page 128 in the *2024 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Analyze
Perspective
Key Elements

Evidence Statements for ELA.E2.AOR.1.1

The student will analyze *how* multiple perspectives:

- add to and deepen meaning within texts.
- add to and deepen meaning across texts.
- enhance style within texts.
- enhance style across texts.

The student will analyze *how* context:

- adds to and deepens meaning within texts.
- adds to and deepens meaning across texts.
- enhances style within texts.
- enhances style across texts.

The student will analyze *how* key elements:

- add to and deepen meaning within texts.
- add to and deepen meaning across texts.
- enhance style within texts.
- enhance style across texts.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of:

- multiple perspectives found in text.
- *how* multiple perspectives add to and deepen meaning within and across texts.
- *how* multiple perspectives enhance style within and across texts.
- context in texts.
- *how* context adds to and deepens meaning within and across texts.
- *how* content enhances style within and across texts.
- key elements found in texts, including plot, characters, and setting.
- *how* key elements add to and deepen meaning within and across texts.
- *how* key elements enhance style within and across texts.

Key elements *can include* setting, character, plot structure, conflict, descriptive details, specific events, and/or dialogue.

For summative assessment purposes:

ELA.E2.AOR.1.1

- **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view, and how those elements function individually in a text as well as how they interconnect. The process of analysis requires the student to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.
- **Meaning** can be the literal meaning of words and phrases, the figurative meaning of words and phrases, the mood of the text, the tone of the author, and the author's purpose.

For assessment purposes, *within and across* can refer to *one or more* texts.

DOK Range: 2-3

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.1.2

Text Types

Literary fiction, literary nonfiction, historical fiction, epic, myth, drama, poetry (Refer to page 128 in the *2024 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Analyze

Figurative Language

Allegory

Evidence Statements for ELA.E2.AOR.1.2

The student will analyze an author’s use of figurative language in a text(s).

The student will explain an author’s use of allegory.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of all previously taught forms of figurative language and of *how* to analyze an author’s use of figurative language including: alliteration(K), onomatopoeia (K), descriptive words (K), imagery (1), descriptive phrases (1), simile (2), personification (2), idiom (2), metaphor (3), hyperbole (3), symbolism (8), and allusion (E1).

In previous grades, AOR.1.2 includes connections between figurative language and meaning (ELA.4.AOR.1.2), mood (ELA.6.AOR.1.2), and tone (ELA.6.AOR.1.2).

Determining the correct response will require an understanding of *how* to explain an author’s use of allegory.

For summative assessment purposes:

- **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view, and how those elements function individually in a text as well as how they interconnect. The process of analysis requires the student to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.
- **Explain:** To make an idea and/or concept clear by describing it in detail.

DOK Range: 2-3

ELA.E.2AOR.2.1: Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures.

ELA.E2.AOR.2.1

Text Types

Literary fiction, literary nonfiction, historical fiction, epic, myth, drama, poetry, paired texts (Refer to page 128 in the *2024 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Analyze

Universal Theme

Evidence Statements for ELA.E2.AOR.2.1

The student will analyze the development of universal themes across:

- literary texts from different time periods.
- literary texts from different places.
- literary texts from different cultures.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of universal themes. Universal themes are first introduced in ELA.E1.AOR.2.1.

Determining the correct response will require an understanding of how to analyze:

- the development of universal themes across literary texts from different time periods.
- the development of universal themes across literary texts from different places.
- the development of universal themes across literary texts from different cultures.

In previous grades, AOR.2.1 includes key details (ELA.3.AOR.2.1).

Summative assessment of ELA.E2.AOR.2.1 will include more than one text.

For summative assessment purposes:

- **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view, and how those elements function individually in a text as well as how they interconnect. The process of analysis requires the student to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.

DOK Range: 2-3

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.2.2

Text Types

Historical speeches and essays (Refer to Assessment Limits/ Content Constraints)

2024 Academic Vocabulary for Instruction and Assessment

Analyze

Supporting Details

Central Idea

Evidence Statements for ELA.E2.AOR.2.2

The student will analyze *how* the author of a speech uses supporting details to develop the central idea throughout the speech.

The student will analyze *how* the author of an essay uses supporting details to develop the central idea throughout the essay.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of :

- central idea and *how* to determine a central idea in a text.
- supporting details and *how* they contribute to the development of a central idea in a text.
- *how* supporting details develop a central idea.
- *how* the author of a speech uses supporting details to develop the central idea over the course of a text.
- *how* the author of an essay uses supporting details to develop the central idea over the course of a text.

Supporting details clarify, explain, describe, expand, or illustrate a central idea.

For summative assessment purposes:

- **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view, and how those elements function individually in a text as well as how they interconnect. The process of analysis requires the student to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.
- **For summative assessment purposes, the EOCEP for English 2 may use historical speeches and essays, or may use *non-historical* speeches and essays.**

DOK Range: 2-3

ELA.E2.AOR.3.1: Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).

ELA.E2.AOR.3.1
Text Types
Literary fiction, literary nonfiction, historical fiction, epic, myth, drama, poetry (Refer to page 128 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Analyze</u> <u>Suspense</u> <u>Humor</u> <u>Sarcasm</u> <u>Perspective</u> <u>Situational Irony</u> <u>Dramatic Irony</u> <u>Verbal Irony</u>
Evidence Statements for ELA.E2.AOR.3.1
<p>The student will analyze <i>how</i> an author creates:</p> <ul style="list-style-type: none"> suspense through differences in perspectives. humor through differences in perspectives. sarcasm through differences in perspectives.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of perspective in literary text.</p> <p>Determining the correct response will require an understanding of the role of:</p> <ul style="list-style-type: none"> perspective in situational irony. perspective in dramatic irony. perspective in verbal irony. <p>Determining the correct response will require an understanding of how an author creates effects through different perspectives of the characters or different perspectives of a character(s) and the reader. These effects include:</p> <ul style="list-style-type: none"> verbal irony (ELA.E2.AOR.3.1) sarcasm (ELA.E2.AOR.3.1) humor (ELA.E1.AOR.3.1) situational irony (ELA.E1.AOR.3.1) suspense (ELA.8.AOR.3.1) dramatic irony (ELA.8.AOR.3.1) <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> Point of view is the type of narrator used to tell a story. Perspective: How the narrator and/or characters perceive what is happening within the story. This perception affects how a narrator or character feels about people, places, or events and how a narrator or character reacts. It can also impact how the narrator or characters share (or withhold) information,

ELA.E2.AOR.3.1

impacting the reader's understanding of the text. Since the narrator and each character have different perspectives, the story will change depending on who is narrating.

- **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view, and how those elements function individually in a text as well as how they interconnect. The process of analysis requires the student to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.

DOK Range: 2-3

ELA.AOR.E2.4.1: Analyze an author’s perspective or purpose, and evaluate the effectiveness of the author’s rhetoric used to advance that perspective or purpose.

ELA.E2.AOR.4.1
Text Types
Speeches, essays, informational passages (Refer to page 128 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Analyze</u> <u>Perspective</u> <u>Purpose</u> <u>Evaluate</u> <u>Rhetoric</u>
Evidence Statements for ELA.E2.AOR.4.1
<p>The student will:</p> <ul style="list-style-type: none"> analyze an author’s perspective in a text. evaluate the effectiveness of an author’s use of rhetoric to advance the author’s perspective in a text. analyze an author’s purpose in a text. evaluate the effectiveness of an author’s use of rhetoric to advance the author’s purpose in a text.
Assessment Limits/ Content Constraints
<p>Determining a correct response will require an understanding of rhetoric (7), perspective (3), purpose (2), primary account (5), secondary account (7), and the rhetorical appeals of ethos, pathos, and logos (6).</p> <p>Determining the correct response will require an understanding of <i>how</i> to:</p> <ul style="list-style-type: none"> analyze an author’s perspective. evaluate the effectiveness of an author’s use of rhetoric to advance the author’s perspective in a text. analyze an author’s purpose. evaluate the effectiveness of an author’s use of rhetoric to advance the author’s purpose in a text. <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> Perspective: In informational texts and speeches, perspective is an author or speaker’s unique attitude toward a topic or perception of an issue or event. How an author or speaker feels about a topic or event will affect how he/she writes or speaks about it. Considering perspective can reveal an author’s bias. Purpose: The author’s intent for writing the text. Analyze: To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view, and how those elements function individually in a text as well as how they interconnect. The process of analysis requires the student to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning. Evaluate: To form an opinion or judgment about the content, quality, validity, or effectiveness of ideas, information, structures, and/or language within a text. Rhetoric: Spoken or written language designed to have a persuasive effect on an audience; images in media can also be used persuasively. <p>DOK Range: 2-3</p>

ELA.E2.AOR.5.1: Analyze how an author’s choices concerning how to structure a literary text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.

ELA.E2.AOR.5.1
Text Types
Literary fiction, literary nonfiction, historical fiction, epic, myth, drama, poetry (Refer to page 128 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Analyze</u> <u>Structure (literary)</u> <u>Mystery</u> <u>Tension</u> <u>Surprise</u>
Evidence Statements for ELA.E2.AOR.5.1
<p>The student will analyze how:</p> <ul style="list-style-type: none"> an author’s choices concerning <i>how</i> to structure a literary text create effects such as mystery, tension, or surprise. an author’s choices concerning <i>how</i> to order events within a literary text create effects such as mystery, tension, or surprise. an author’s choices concerning <i>how</i> to manipulate time create effects such as mystery, tension, or surprise.
Assessment Limits/ Content Constraints
<p>Determining a correct response will require an understanding of flashback (8), foreshadowing (8), suspense (8), theme (6), setting (6), and plot (6).</p> <p>Determining a correct response will require an understanding of <i>how</i> to:</p> <ul style="list-style-type: none"> analyze literary effects such as mystery, tension, or surprise. analyze literary text structures and how an author’s choices concerning how to structure a literary text creates effects such as mystery, tension, or surprise. analyze literary text structures and <i>how</i> an author’s choices concerning <i>how</i> to order events within a literary text creates effects such as mystery, tension, or surprise. analyze literary text structures and <i>how</i> an author’s choices concerning how to manipulate time create effects such as mystery, tension, or surprise. <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> By manipulating time, an author can slow down the pace of a story, speed up the pace of a story, and create effects such as suspense (8), mystery (8), tension (E1), or surprise (E2). Flashback and Foreshadowing are two methods an author may use to manipulate time. In this indicator, the structure of the text applies to the structuring of events within a literary text. Analyze: To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires the student to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning. <p>DOK Range: 2-3</p>

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.5.2
Text Types
Speeches, essays, informational passages (Refer to page 128 in the <i>2043 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Analyze</u> <u>Text Structure (informational)</u> <u>Text Features</u>
Evidence Statements for ELA.E2.AOR.5.2
<p>The student will analyze the impact of text structure in an informational text.</p> <p>The student will analyze the impact of multiple text features in an informational text.</p> <p>The student will determine <i>how</i> an author could make the text more effective.</p> <p>The student will explain <i>how</i> an author could make the text more effective.</p>
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of <i>how</i> to:</p> <ul style="list-style-type: none"> analyze the impact of multiple text structures and/or text features in an informational text. determine how an author could make the text more effective. explain <i>how</i> an author could make the text more effective. <p>Determining the correct response will require an understanding of text features of titles (K), headings (K), subheadings (K), illustrations (K) photographs (K), captions (1), graphs (1), glossaries (1), tables of content (1), maps (1), key facts (1).</p> <p>Determining the correct response will require an understanding of text structures of sequence (2), description/list (2), cause and effect (2), problem and solution (3), chronological (3), compare and contrast (3), and author’s purpose (7).</p> <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> Analyze: To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view, and how those elements function individually in a text as well as how they interconnect. The process of analysis requires the student to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning. Determine: To use information from a text to make an inference. Explain: To make an idea and/or concept clear by describing it in detail. <p>DOK Range: 2-3</p>

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.5.3
Text Types
Speeches, essays, informational passages, paired texts (Refer to page 128 in the <i>2023 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
Compare Argument (claims, reasons, evidence) Rhetoric Validity
Evidence Statements for ELA.E2.AOR.5.3
<p>The student will compare <i>how</i> two authors with opposing views develop arguments in informational texts.</p> <p>The student will evaluate the effectiveness of each author's:</p> <ul style="list-style-type: none"> • reasoning. • rhetoric. • validity of claims.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of <i>how</i> to:</p> <p>compare how two authors with opposing views develop arguments in informational texts, including each author's claims, reasons, evidence, and/or counterclaims.</p> <ul style="list-style-type: none"> • evaluate the effectiveness of each author's reasoning. • evaluate the effectiveness of each author's rhetoric, including the use of ethos, pathos, or logos. • evaluate the effectiveness of each author's validity of claims. <p>Demonstrate an understanding of the rhetorical appeals of ethos, pathos, and logos (6); an author's reasoning (6); an author's claims (4); and an author's counterclaims (7).</p> <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> • Compare: To find similarities between two or more concepts or ideas. • Evaluate: To form an opinion or judgment about the content, quality, validity, or effectiveness of ideas, information, structures, and/or language within a text. • <u>Rhetoric: Spoken or written language designed to have a persuasive effect on an audience; images in media can also be used persuasively.</u> <p>DOK Ranges: 2-3</p>

ELA.E2.AOR.6.1: Summarize and/or paraphrase content from grade-level text to enhance comprehension.

ELA.E2.AOR.6.1
Text Types
Literary or Informational (Refer to page 128 in the <i>2043 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Summary</u> <u>Paraphrase</u>
Evidence Statements for ELA.E2.AOR.6.1
The student will summarize content from a grade-level text to enhance comprehension. The student will paraphrase content from a grade-level text to enhance comprehension.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of:</p> <ul style="list-style-type: none"> • <i>how</i> to summarize. • <i>how</i> to paraphrase. <p>Determining the correct response will require an understanding of <i>how</i> to summarize to enhance comprehension by including:</p> <ul style="list-style-type: none"> • plot, theme, and relevant key details for literary text (5); and • central idea and relevant supporting details for informational text (5). <p>Determining the correct response will require an understanding of <i>how</i> to paraphrase and enhance comprehension by rewriting the text in one’s own words.</p> <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> • Students may be asked to summarize paragraphs, sections of text, or a whole text. • Students may be asked to paraphrase smaller portions of text, such as one or more sentences. <p>DOK: 2</p>

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.7.1
Text Types
Literary or Informational (Refer to page 128 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Context</u> <u>Etymology</u>
Evidence Statements for ELA.E2.AOR.7.1
<p>The student will:</p> <ul style="list-style-type: none"> determine the meaning of known, unknown, and multiple-meaning words and phrases. clarify the meaning of known, unknown, and multiple-meaning 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) to determine the meaning of a word or phrase.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of:</p> <ul style="list-style-type: none"> how sentence-level, paragraph-level, and text-level context determines the meaning of words or phrases. how a word’s position or function in a sentence is used to determine the meaning of words or phrases. how to use entries in reference materials such as a dictionary, thesaurus, and/or glossary to determine or clarify the precise meanings, pronunciations, or parts of speech, etymology, or standard use of words. <p>For summative assessment purposes, students will be provided with a reference source as part of an item’s stimulus as applicable.</p> <p>The EOCEP for English 2 will not assess ELA.E2.AOR.7.1b.</p> <p>DOK Range: 1-2</p>

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., understatement) 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.8.1

Text Types

Literary, informational, or multimedia (Refer to page 128 in the *2024 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Interpret

Analyze

Figurative Language

Technical Language

Multimedia

Figures of Speech

Meaning

Tone

Evidence Statements for ELA.E2.AOR.8.1

The student will interpret an author’s use of:

- **figurative language** in texts.
- connotative language in texts.
- technical language in texts.
- figures of speech in context.

The student will analyze:

- how figures of speech function within text.
- nuances in the meanings of words with similar denotation.
- the impact of specific word choice on meaning and tone.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of:

- what is figurative, connotative, and technical language.
- how an author uses figures of speech in a text
- how figures of speech function within a text.
- how to analyze nuances in the meanings of words with similar denotations.
- how to analyze the impact of specific word choice on meaning and tone.

For specific types of figurative language named in the 2024 SC CCR ELA Standards, refer to ELA.AOR.1.2.

For summative assessment purposes, multimedia can include transcripts of audio, images, or comic panels.

Summative assessment will not include audio or video.

For summative assessment purposes:

- **Meaning** can be the literal meaning of words and phrases, the figurative meaning of words and phrases, the mood of the text, the tone of the author, and the author’s purpose.

ELA.E2.AOR.8.1

- **Tone:** A writer or speaker's attitude toward a subject, character, or audience communicated through the author's choice of words and detail.

DOK Range: 2-3

ELA.E2.AOR.9.1: Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.

ELA.E2.AOR.9.1

Text Types

Literary or informational (Refer to page 128 in the 2024 SC CCR ELA Standards document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Apply Knowledge

Etymology

Evidence Statements for ELA.E2.AOR.9.1

The student will apply knowledge of etymology to:

- determine new meanings of words and phrases
- clarify the meanings of words and phrases

Assessment Limits/ Content Constraints

Determining the correct response will require:

- an understanding of how to apply knowledge of etymology to determine new meanings of words and phrases, including applying knowledge of affixes and Greek and Latin roots.
- an understanding of how to apply knowledge of etymology to clarify meanings of words and phrases, including applying knowledge of affixes and Greek and Latin roots.

On summative assessment, items will be text-based.

DOK: 2

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.1.1
2024 Academic Vocabulary for Instruction and Assessment
<u>Short Research</u> <u>Sustained Research</u> <u>Self-Generated Question(s)</u> <u>Topic(s)</u> <u>Refining the Scope of Inquiry</u> <u>Relevant</u> <u>Purpose</u> <u>Audience</u>
Evidence Statements for ELA.E2. R.1.1
<p>The student will conduct short research for inquiry:</p> <ul style="list-style-type: none"> • to answer a question(s). • to solve a problem(s). <p>The student will conduct more sustained research for inquiry:</p> <ul style="list-style-type: none"> • to answer a question(s). • to solve a problem(s). <p>The student will answer a self-generated question(s) about a topic while using a variety of sources.</p> <p>The student will refine the scope of inquiry:</p> <ul style="list-style-type: none"> • as relevant to the topic(s). • as relevant to the purpose. • as relevant to the audience.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of how to:</p> <ul style="list-style-type: none"> • answer a self-generated question (s) about a topic(s) when presented with a variety of sources (scenario). • refine the scope of inquiry as relevant to the topic(s) (scenario). • refine the scope of inquiry as relevant to the purpose (scenario). • refine the scope of inquiry as relevant to the audience (scenario). <p>For summative assessment purposes, the student will be presented with a scenario instead of conducting research.</p> <p>DOK Range: 2-3</p>

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.

ELA.E2.R.1.2

2024 Academic Vocabulary for Instruction and Assessment

Analyze
Credibility
Relevance
Purpose of Inquiry

Evidence Statements for ELA.E2.R.1.2

The student will analyze:

- the credibility of sources.
- the relevance of sources.

The student will analyze *how* to use only those sources that are:

- credible.
- relevant to the topic.
- relevant to the purpose of inquiry.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of:

- the concept of credibility and how to determine the credibility of a source.
- the concept of relevance and how to determine the relevance of a source.
- how to analyze the credibility and relevance of sources and use only those that are credible and relevant to the topic or purpose of inquiry.

For summative assessment purposes, the student will be presented with a scenario and/or sources.

A **credible source** is one that is relevant, reputable, and from an unbiased source.

For summative assessment purposes, the student will be presented with a scenario and/or sources.

DOK Range: 2-3

ELA.E2.R.1.3: Analyze findings to determine relevance to the topic(s) and purpose of inquiry.

ELA.E2.R.1.3

2024 Academic Vocabulary for Instruction and Assessment

Analyze
Relevance
Topic(s)
Purpose of Inquiry

Evidence Statements for ELA.E2.R.1.3

The student will analyze:

- findings.
- findings to determine the relevance to the topic of inquiry.
- findings to determine the relevance to the purpose of inquiry.

Assessment Limits/ Content Constraints

Determining the correct response will require:

- an understanding of how to analyze findings.
- an understanding of how to analyze findings to determine the relevance to the topic.
- an understanding of how to analyze findings to determine relevance to the purpose of inquiry.

For summative assessment purposes, the student will be presented with findings from research.

DOK Range: 2-3

ELA.E2.R.1.4: Logically organize findings as relevant to the purpose and audience.

ELA.E2.R.1.4

2024 Academic Vocabulary for Instruction and Assessment

Logically Organize
Relevant
Purpose
Audience

Evidence Statements for ELA.E2.R.1.4

The student will logically organize findings:

- as relevant to the purpose.
- as relevant to the audience.

Assessment Limits/ Content Constraints

Determining the correct response will require an:

- understanding of what constitutes organization.
- understanding what findings are relevant to a particular purpose.
- understanding of *how* to logically organize findings as relevant to the purpose.
- understanding of what findings are relevant to a particular audience.
- *how* to logically organize findings as relevant to the audience.

To logically organize findings, the student will have to determine which way is the best way to organize based on the purpose and audience of the research. For example, should the findings be organized chronologically to best fit the purpose? Refer to ELA.E2.AOR.5.2 for different types of text structures.

For summative assessment purposes, the student will be presented with findings from research.

DOK: 2

ELA.E2.R.1.5: Cite sources to avoid plagiarism.

ELA.E2.R.1.5

Because the SCDE does not prescribe a specific type of academic style guide for teachers to use in ELA, this indicator is for classroom instruction and is not assessed on summative assessment.

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.

ELA.E2.C.1.1

Text Types

For the TDW item, the student may be presented with one text or a pair of informational texts. (Refer to page 128 in the *2024 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Argument
Claim(s)
Analysis
Reasoning
Evidence
Credible Sources
Acknowledge and Refute Counterclaims
Organizational Structure
Tone
Style
Purpose
Audience
Concluding Statement or Section

Evidence Statements for ELA.E2.C.1.1

The student will draw on provided informational source material to write an argument to support claims in an analysis of a topic or texts, by:

- introducing a precise claim(s).
- using valid reasoning supported by relevant evidence from a variety of credible sources.
- using valid reasoning supported by sufficient evidence from a variety of credible sources.
- using valid reasoning to demonstrate an understanding of the topic and/or texts.
- acknowledging counterclaims with relevant evidence.
- refuting counterclaims with relevant evidence.
- creating an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and/or evidence.
- linking the major sections of the text cohesively.
- clarifying the relationships between claims, counterclaims, reasons, and/or evidence.
- establishing a tone appropriate to the purpose.
- establishing a tone appropriate to the audience.
- establishing a style appropriate to the purpose.
- establishing a style appropriate to the audience.

ELA.E2.C.1.1

- providing a concluding statement or section that supports the argument presented.

Assessment Limits/ Content Constraints

For summative assessment purposes, the student may be presented with a scenario or sample of writing to examine and asked to select or determine:

- a response that introduces a claim.
- which reason(s) best support the evidence.
- which evidence best supports the claim or the reasoning.
- which evidence is most relevant to the topic, claim(s), or argument.
- the best way to acknowledge a counterclaim.
- the most effective way to refute a counterclaim.
- which evidence best refutes a counterclaim.
- the best organizational structure to establish a clear relationship between a claim(s) and counterclaim(s), reasons, or evidence.
- the best organizational structure to establish a clear relationship between a claim and reasons or a claim and evidence.
- the best organizational structure to establish a clear relationship between reasons and evidence.
- the best organizational structure for a section of text.
- the most appropriate tone for the purpose.
- the most appropriate tone for the audience.
- the most appropriate style for the purpose.
- the most appropriate style for the audience.
- a concluding statement or section that best supports the argument presented.

For summative assessment purposes:

- *a stand-alone item will only address one aspect of the grade-level indicator.*
- the student *may be* presented with a sample of writing to edit.
- **acknowledging and refuting a counterclaim** will include acknowledging an alternative perspective (6) that conflicts with that of the student writer and providing at least one relevant piece of evidence showing why the counterclaim is faulty or incorrect.
- **The TDW item will address all aspects of the grade-level indicator.** The student will be provided with a text or pair of texts that show opposing arguments on a topic and a task related to the text(s). The student will write a response based on the task. If the student is asked to pick a side and write an argument, the student must pick a side. The student *may not* argue both sides, but they must acknowledge and refute a counterclaim that conflicts with that of the student writer. Refer to the EOCEP TDW Rubric “To Persuade” for English 2.

DOK Range: 2-3

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 complex ideas and concepts; d. use precise language and vocabulary appropriate to the complexity of the topic; e. establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and f. provide a concluding statement or section that supports the information presented.

ELA.E2.C.2.1
Text Types
For the TDW item, the student may be presented with one text or a pair of informational texts. (Refer to page 128 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Informative Text</u> <u>Analysis</u> <u>Topic</u> <u>Facts, definitions, details, quotes, examples, data</u> <u>Transitions</u> <u>Precise Language and Vocabulary</u> <u>Relevant</u> <u>Style</u> <u>Objective Tone</u> <u>Task</u> <u>Purpose</u> <u>Audience</u> <u>Concluding Statement or Section</u>
Evidence Statements for ELA.E2.C.2.1
<p>The student will draw on provided source material to write an informative text that examines a topic and analyzes information from multiple sources by:</p> <ul style="list-style-type: none"> • introducing a topic. • organizing complex ideas. • organizing concepts to make important connections and distinctions. • developing a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience. • using varied transitions to link major sections of the text. • using varied transitions to clarify the relationships between ideas and concepts. • using precise language and vocabulary appropriate to the complexity of the topic. • establishing and maintaining a style appropriate to the task and purpose. • establishing and maintaining an objective tone appropriate to the task and purpose. • providing a concluding statement or section that supports the information presented.
Assessment Limits/ Content Constraints
For summative assessment purposes , the student may be presented with a scenario or sample of writing to examine and asked to select or determine:

ELA.E2.C.2.1

- the best way to introduce a topic.
- the best way to organize complex ideas or concepts to support a topic.
- which facts, definitions, details, quotes, examples, data, or other information are most relevant to the topic.
- which facts, definitions, details, quotes, examples, data, or other information are most sufficient to support the topic.
- how to develop a topic using facts, definitions, details, quotes, examples, data, or other information.
- the best transitions to link major sections of the text.
- the best transitions to clarify the relationships between ideas and concepts.
- the most precise language or vocabulary to inform or explain the topic.
- which style is most appropriate to the task or purpose.
- which tone is most appropriate to the task or purpose.
- which concluding statement or section best supports the information presented.

For summative assessment purposes:

- **a stand-alone item *will only address one aspect of the grade-level indicator.***
- the student *may be* presented with a scenario, or with a sample of writing to examine and edit.
- a topic or concept *may be* provided to the student.

The TDW item will address *all aspects* of the grade-level indicator. The student will be provided with a text or pair of texts to use as a source(s). Refer to the EOCEP TDW Rubric “To Inform” for English 2. **The TDW rubric uses the term “controlling idea” in place of *thesis statement*.**

DOK Range: 2-3

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.3.1	
2024 Academic Vocabulary for Instruction and Assessment	
<u>Narrative</u> <u>Development</u> <u>Structured Sequences</u> <u>Organization</u> <u>Style</u> <u>Task</u> <u>Purpose</u> <u>Audience</u> <u>Situation</u> <u>Setting</u> <u>Events</u> <u>Narrative Techniques (dialogue, pacing, description)</u> <u>Experiences</u> <u>Characters</u> <u>Precise Words (language and vocabulary)</u> <u>Details</u> <u>Figurative Language</u> <u>Ending</u>	
Evidence Statements for ELA.E2.C.3.1	
<p>The student will write and intentionally use narratives using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim:</p> <ul style="list-style-type: none"> • by producing clear and coherent writing in which the development is appropriate to the task, purpose, and audience. • by producing clear and coherent writing in which the organization is appropriate to the task, purpose, and audience. • by producing clear and coherent writing in which the style is appropriate to the task, purpose, and audience. • by engaging the reader by establishing a situation and/or setting up a problem or observation. • by developing a clear progression of experiences or events. • by using narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters. • by using precise words and phrases to develop the experiences, events, setting, and/or characters. • by using details to develop the experiences, events, setting, and/or characters. • by using figurative language to develop experiences, events, setting, and/or characters. 	

ELA.E2.C.3.1

- by producing clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- by providing an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

Assessment Limits/ Content Constraints

The student may be presented with a sample of writing and asked to select or determine:

- if the author's techniques are effective.
- if the descriptive details are relevant.
- if the events are structured logically.
- if the development is appropriate to the task, purpose, or audience.
- if the organization is appropriate to the task, purpose or audience.
- if the style is appropriate to the task, purpose, or audience.
- the best organization of a plot structure.
- how the plot structure could be more effective.
- how the author uses dialogue to develop experiences, events, setting, or characters.
- how the author uses pacing to develop experiences, events, setting, or characters.
- how the author uses descriptions to develop experiences, events, setting, or characters.
- if certain words or phrases are precise.
- how the author uses precise words or phrases to develop experiences, events, setting, or characters.
- how the author uses details to develop experiences, events, setting, or characters.
- how the author uses figurative language to develop experiences, events, setting, or characters.
- how the author engages the reader through the introduction of a narrator or characters.
- if the ending or conclusion connects to the intended purpose of writing.
- how the ending or conclusion connects to the intended purpose of writing.

For summative assessment purposes:

- **a stand-alone item *will only address one aspect of the grade-level indicator*.** The student may be presented with a scenario, or with a sample of writing to examine and edit, or to examine and select the correct response.

DOK Range: 2-3

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.4.1

Evidence Statements for ELA.E2.C.4.1

The student will use the rules of and make intentional choices about standard English grammar and conventions to write compositions with varied sentence structures.

The student will:

- apply knowledge of rules for capitalization.
- 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.
- select and use verbs with appropriate mood and tone.
- apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.

Assessment Limits/ Content Constraints

For summative assessment purposes:

- **a stand-alone item *will only address one aspect of the grade-level indicator.***
- the student may be presented with a sentence or section of text and asked to identify which sentence or section is correctly written.
- the student may be presented with a sentence or section of text and asked to correct an error.
- the student may be presented with a short passage to edit for grammar, usage, or mechanics.

Determining the correct response will require:

- an understanding of grammatically correct simple, compound, and complex sentences and paragraphs.
- the application of knowledge of rules for capitalization, including proper nouns and adjectives, capitalized historic periods, nationalities, languages, and appropriate words in titles and dialogue.
- identifying and revising the use of a colon to introduce a quotation, definition, or to expand on information.
- identifying and revising the use of a semicolon or conjunctive adverb to connect related independent clauses;
- identifying and revising the use of a dash to set off or expand upon information.
- recognizing and revising the use of verbs with appropriate mood or tone.
- an understanding of how to revise sentence fragments or run-on sentences.
- an understanding of inappropriate shifts in verb tense, number, mood, or voice.
- an understanding of parallel structure.
- identifying and revising sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, mood, voice, or parallel structure.

In the TDW item, the student will write compositions with varied sentence structures. Refer to the TDW rubrics.

ELA.E2.C.4.1

Summative assessment items will not ask the student to define a part of speech or a writing convention.

The EOCEP for English 2 will not assess ELA.E2.C.4.1e.

DOK Range: 2-3

ELA.E2.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.

ELA.E2.C.5.1
Evidence Statements for ELA.E2.C.5.1
<p>The student will improve writing by:</p> <ul style="list-style-type: none"> • planning. • editing. • considering feedback from adults and peers. • revising to enhance clarity. <p>The student will improve writing to:</p> <ul style="list-style-type: none"> • enhance style appropriate to the audience. • enhance style appropriate to the purpose. • enhance style appropriate to the task.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require:</p> <ul style="list-style-type: none"> • identification of effective planning needed to improve writing. • identification of edits to improve writing. • identification of effective feedback from adults and peers to improve writing. <p>Determining the correct response will require:</p> <ul style="list-style-type: none"> • an understanding of how to revise and enhance clarity. • an understanding of how to revise and to enhance style appropriate to the audience, purpose, and task. <p>For summative assessment purposes, students may be provided with:</p> <ul style="list-style-type: none"> • a short sample of text and asked to select an option that edits to enhance clarity or style appropriate to the audience, purpose, or task. • a short sample of text that provides feedback from a teacher. Using the suggested feedback, students will edit or revise. • an audience, purpose, or task and asked to select which plan best fits that audience, purpose, or task. • a short sample of text and asked to select an option to revise the text to enhance clarity or style appropriate to the audience, purpose, or task. <p>The student will apply planning, editing, and revising to the TDW item.</p> <p>DOK: 2-3</p>

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.

ELA.E2.C.9.1
2024 Essential Vocabulary for Instruction and Assessment
<u>Analyze</u> <u>Media</u> <u>Style</u> <u>Effectiveness</u> <u>Validity</u> <u>Logical Fallacies</u> <u>Biases</u>
Evidence Statements for ELA.E2.C.9.1
<p>The student will analyze a presentation to determine how a speaker:</p> <ul style="list-style-type: none"> • articulates a clear message in a digital medium or transcript of a presentation or speech. • addresses possible misconceptions or objections. • chooses appropriate media. • uses a style appropriate for the audience. <p>The student will analyze:</p> <ul style="list-style-type: none"> • the effectiveness of the information and supporting evidence being presented. • the validity of the information and supporting evidence being presented. • the speaker’s motives. • any logical fallacies and/or biases that may be present.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of how:</p> <ul style="list-style-type: none"> • a speaker uses a variety of media to share an argument. • to analyze a presentation to determine how a speaker articulates a clear message. • to analyze a presentation to determine how a speaker addresses possible misconceptions or objections. • to analyze a presentation to determine how a speaker uses a style appropriate for the audience. • to analyze a presentation to determine how a speaker chooses appropriate media. • to analyze the effectiveness of the information and supporting evidence being presented. • to analyze the validity of the information and supporting evidence being presented. • to identify logical fallacies in a presentation. • to identify biases in a presentation. • to analyze the speaker’s motives while identifying any logical fallacies and biases that may be present. <p>Summative assessment items <i>will not ask the student</i> to name, define, or identify specific types of logical fallacies.</p>

ELA.E2.C.9.1

For summative assessment purposes, “media and presentations” can include speeches, transcripts of audio, images, or comic panels.

The EOCEP for English 2 *will not include* audio or video.

DOK: 2-3