### Reading Literary Text (RL)

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

<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
</table>
| **E2.RL.5.1** Cite strong and thorough textual evidence to support **analysis** of what the text says explicitly as well as **inferences** drawn from the text; identify multiple supported interpretations. | To target the depth and breadth of RL.5.1, the EOCEP for English 2 requires students to  
- analyze text and provide evidence to support their analysis.  
- demonstrate the ability to make **inferences** from text. This means that students should demonstrate the ability to create new interpretations and perspectives based on their observations while reading.  
- demonstrate **analysis**, which means the ability to break down the elements and/or structures of text and examine those elements individually and examine the interconnectedness of those elements to each other and to the whole text.  
- differentiate between **inference** and **analysis**. |

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

<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
</table>
| **E2.RL.6.1** Determine a **theme** of a text and **analyze** its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective **summary** of the text. | In grades 7-8 students were asked to determine multiple **themes** in a text. In grade 8, students made specific connections between **theme** and **how** it is developed by character, setting, and plot.  
To target the depth and breadth of RL.6.1, the EOCEP for English 2 requires students to  
- continue determining how **theme** is shaped by specific details. These details include character, setting, and plot.  
- analyze the **theme(s)** or underlying meaning of a literary text. Students should also be able to demonstrate an understanding that **theme** is typically not explicitly stated and may be presented indirectly through the thoughts, words and actions of a character or characters.  
- provide or identify an objective **summary** of the text. The summary should be a brief account of a text’s theme or main ideas and be free from personal opinions.  
- recognize that an author purposely develops and shapes the **theme(s)** of a text. |
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
</table>
| E2.RL.8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context. | In earlier grades, Reading Literary Text Standard 8 required students to identify elements of plot and characterization. To target the depth and breadth of RL.8.1, the EOCEP for English 2 requires students to
  - move beyond identifying elements of plot and characterization and make connections between plot and character. In grade 8, students were introduced to how dialogue propels action and how dialogue reveals aspects of a character. Additionally, the EOCEP for English 2 requires students to
    - identify how plot and character interact within a text and analyze how plot and context shape the characters in a text.
    - make a connection between the context of a text and how the context impacts the setting, plot, and characters in a text.
    - identify and refer to the context of a text in their analysis of the text. This means that students should recognize that an author uses context, whether it is political, social, or historical, to provide the background or setting of events or occurrences to help engage the reader and to help the reader understand the meaning and relevance of the text. |

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

<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
</table>
| E2.RL.9.1 Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone. | Students in grades K-8 were exposed to specific types of figurative language. K-1.RL.9.1 introduced simile, figurative language, rhyme, onomatopoeia, and alliteration. 2.RL.9.1 introduced simile, metaphor, and sound devices. 3.RL.9.1 introduced idiom, metaphor, personification. 4.RL.9.1 introduced imagery, hyperbole, adage, and proverb. Additionally, 8.RI.8.1 introduced analogy and allusion. To target the depth and breadth of RL.9.1, the EOCEP for English 2 requires students to
  - move beyond naming and identifying specific examples of figurative language and analyze how these words and phrases are used and how they impact the meaning of parts of the text and the whole text.
  - recognize the connotative meaning of words, which are suggestive of a secondary meaning in addition to the primary meaning of a word or expression. |
<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
</table>
| • determine **tone** as the attitude or approach that an author or speaker takes toward a theme or subject and that tone incorporates syntax, diction, and **figurative language**.  
• recognize that **tone** may shift throughout a text resulting in more than one tone in a text or speech.  
• demonstrate **analysis**, which means the ability to break down the elements and/or structures of text and examine those elements individually and examine the interconnectedness of those elements to each other and to the whole text. |

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

<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
</table>
| **E2.RL.10.1** Use **context clues** to determine meanings of words and phrases. | **In grades 3-5,** students used paragraph-level **context**, definitions, examples, restatements, cause and effect relationships, and comparisons to determine word meaning.  
**To target the depth and breadth of RL.10.1, the EOCEP for English 2 requires students to**  
• continue applying these skills as they determine a word’s meaning using whole-text or sections of text to determine **context clues**. |

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

<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
</table>
| **E2.RL.11.1** Analyze and provide evidence of how the author’s choice of **point of view**, **perspective**, and **purpose** shape content, meaning, and style. | **In grades 6-8,** students moved beyond simply identifying the types of **point of view** and how they differ from one another.  
**To target the depth and breadth of RL.11.1, the EOCEP for English 2 requires students to**  
• continue focusing on how an **author’s choice** of **point of view** and how an **author’s choice** of **perspective** impact the content, meaning, and style of a text. It is important to note that indicator 8.RL.11.1 specifically mentions **how** the author uses **point of view** and **perspective** to create suspense or humor. While irony is not specifically named in the grade 8 indicator, suspense and humor are often created through the author’s use of dramatic, verbal, or situational irony.  
• demonstrate the understanding that an **author’s purpose** is his/her reason for or intent in writing a text. The **author’s purpose** is reflected in the way an author writes about a topic and the way an author structures a text. |
### Grade-Level Indicator

<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
</table>
| E2.RL.12.1 Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text. E2.RL.12.2 Analyze how an author’s choices concerning how to structure a text, order events within the text, and manipulate time create different effects. | - provide a connection between author’s purpose and perspective and author’s purpose and point of view. Perspective focuses on how the narrator perceives what is happening within a narrative.  
- demonstrate an understanding that point of view is a mode of narration that an author uses to let the reader hear and see what takes place in a narrative. |

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

<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
</table>
| E2.RL.12.1 Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text. E2.RL.12.2 Analyze how an author’s choices concerning how to structure a text, order events within the text, and manipulate time create different effects. | In grades 3-5, students identified and analyzed the impact of the structure of texts by genre. Students should now be able to not only identify the specific structures within a literary text genre, but also analyze how those structures impact the plot, theme, and setting of the entire text.  
To target the depth and breadth of RL.12.1 and RL.12.2, the EOCEP for English 2 requires students to  
- recognize that an author purposely structures texts, which means author’s purpose should be a part of the students’ analysis.  
- determine how an author uses text structure and plot to create mystery, tension, or surprise. While irony, flashback, and foreshadowing are not specifically named in these grade-level indicators, mystery, tension, surprise, and manipulation of time are often created through an author’s use of irony, flashback, and foreshadowing (among other elements).  
- demonstrate an understanding of the connection between author’s purpose and literary text structure and an author’s purposeful choice to organize a literary text.  
- recognize that text structure also incorporates literary elements such as (but not limited to), perspective, flashback, and figurative language to create effects such as mystery tension, and surprise.  
- demonstrate the ability to go beyond identifying types of figurative language and demonstrate an understanding that an author uses figurative language to give readers more insight, make language more effective, persuasive, and impactful, and that figurative language may suggest feelings, appeal to the senses, and contribute to the |
Reading Informational Text (RI)

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

<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
</table>
| **E2.RI.5.1** Cite significant **textual evidence** in order to articulate **explicit** meanings and meanings that can be **inferred** from the text; identify multiple supported interpretations. | To target the depth and breadth of RI.5.1, the EOCEP for English 2 requires students to  
- **analyze** text provide meaningful evidence to support their inferences and analysis.  
- demonstrate the ability to make **inferences** from text. This means that students should demonstrate the ability to create new interpretations and perspectives based on their observations while reading.  
- Demonstrate **analysis**, which means the ability to break down the elements and/or structures of text and examine those elements individually and examine the interconnectedness of those elements to each other and to the whole text.  
- Differentiate between **inference** and **analysis**. |

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

<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
</table>
| **E2.RI.6.1** Determine a **central idea** of a text and **analyze** its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an **objective summary** of the text. | To target the depth and breadth of RI.6.1, the EOCEP for English 2 requires students to  
- use the terminology **central idea**. While **main idea** and **central idea** have the same meaning, students should be familiar with the term of **central idea** and that a text may contain more than one central idea.  
- identify an **objective summary** and recognize the characteristics that make a summary objective.  
- determine **how a central** is shaped by specific details  
- analyze the **central idea(s)** or underlying meaning of an informational text.  
- recognize that an author purposely shapes and refines the **central idea(s)** of a text. |
**Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures,** and how their relationships shape meaning and tone in print and multimedia texts.

<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
</table>
| E2.RI.8.1 Determine the **figurative,** **connotative,** or **technical** meanings of words and phrases; analyze the cumulative impact of specific words and phrases on **meaning** and **tone.** | Students in grades K-8 were exposed to specific types of **figurative language.** K-1.RL.9.1 introduced simile, figurative language, rhyme, onomatopoeia, and alliteration. 2.RL.9.1 introduced simile, metaphor, and sound devices. 3.RL.9.1 introduced idiom, metaphor, personification. 4.RL.9.1 introduced imagery, hyperbole, adage, and proverb. Additionally, 8.RI.8.1 introduced analogy and allusion. To target the depth and breadth of RI.8.1, the EOCEP for English 2 requires students to  
  - move beyond naming and identifying specific examples of **figurative language** and analyze how these words and phrases are used and how they impact the meaning of parts of the text and the whole text.  
  - recognize the **connotative meaning** of words, which are suggestive of a secondary meaning in addition to the primary meaning of a word or expression.  
  - determine **tone** as the attitude or approach that an author or speaker takes toward a subject and that tone incorporates syntax, diction, and **figurative language.**  
  - recognize that **tone** may shift throughout a text resulting in more than one tone in a text or speech.  
  - demonstrate **analysis,** which means the ability to break down the elements and/or structures of text and examine those elements individually and examine the interconnectedness of those elements to each other and to the whole text. |
| E2.RI.8.2 Explain **how** the author’s **meaning** and **tone** are developed and refined by **text features** and **structures.** | Specific types of **text features** and **structures** are listed in K-1.RI.8.2, 2.RI.8.2, and 3.RI.8.2. To target the depth and breadth of RI.8.2, the EOCEP for English 2 requires students to  
  - determine **how** an author uses front covers, title pages, illustrations, photographs, tables of content (as listed in K-1.RI.8.2).  
  - determine **how** an author uses indices, headings, bullets, and captions (as listed in 2.RI.8.2).  
  - determine **how** an author uses appendices, timelines, maps, and charts (as listed in 3.RI.8.2).  
  - determine **how and why** an author uses **text features** and **structures** to develop a text, shape **meaning** within a text, and/or develop the **tone** of a text. |
### Standard 9:
Apply a range of strategies to **determine and deepen the meaning** of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2.RI.9.1 Use context clues to determine meanings of words and phrases.</td>
<td>In grades 3-5, students used paragraph-level context, definitions, examples, restatements, cause and effect relationships, and comparisons to determine word meaning. To target the depth and breadth of RI.9.1, the EOCEP for English 2 requires students to • continue applying these skills by using whole-text or sections of text to determine context clues.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2.RI.10.1 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
<td>In grade 6, students focused on an author’s perspective in text. In addition to perspective, students began determining and differentiating between author’s perspective and author’s purpose. The English 1 indicator introduced to RI.10.1 “how an author intentionally uses rhetoric to advance the purpose and point of view.” To target the depth and breadth of RI.10.1, the EOCEP for English 2 requires students to • recognize that an author’s purpose is his or her reason for or intent in writing a text. An author generally writes to inform, explain, or entertain. In expository/informative writing, an author’s purpose is to inform or educate the reader. In opinion/argument writing, an author’s purpose is to convince a reader to believe an idea or to take a certain action. • recognize that an author’s purpose is reflected in the way an author writes about a topic and the way an author structures the text. • understand that perspective focuses on how an author perceives or thinks about the subject. • understand that rhetoric is an author’s strategy he/she uses in writing to achieve his/her purpose. • understand that rhetoric includes how the content is communicated is part of the message. (Refer to E2.C.4.1 and E2.C.4.3.) Although rhetorical questions and repetition are the only named rhetorical strategies in the ELA SCCCRS (E1-E2.C.4.3), students should be exposed to other rhetorical strategies and...</td>
</tr>
<tr>
<td>Grade-Level Indicator</td>
<td>Assessment Boundaries</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>E2.RI.11.1 Analyze in detail how the author’s ideas or claims are supported through the use of text features and structures. E2.RI.11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</td>
<td>For more information on the demands of RI.11.1 and RI.11.2, please refer to RI.8.2. and RI.10.1. Students in grades 1-3 were introduced to specific types of informational text structures: sequential order and compare contrast (Grade 1), cause and effect relationships (Grade 2), problem and solution, description, and question answer structures (Grade 3). Also in grade 3, students began describing the structures that an author uses to support his/her points. In grade 4, this language changed to “reasons and evidence.” In grade 6, students began evaluating an author’s claims and how those claims are supported. In grade 7, students began evaluating an author’s reasoning and determining if the reasoning is valid and relevant or invalid and irrelevant. In English 1, students continued evaluating an author’s reasoning and also began identifying false statements and fallacious reasoning. To target the depth and breadth of RI.11.1, the EOCEP for English 2 requires students to • recognize that a claim is a statement of something as a fact that should be supported by evidence and reasoning and that a counterclaim refutes a claim by using evidence and reason. As part of an argument, a claim is a debatable position on a topic. In grade 7, students began determining the impact of text features on an author’s ideas and claims. To target the depth and breadth of RI.11.2, the EOCEP for English 2 requires students to • analyze how an author uses text features and structures to support claims. For example, how does an author’s use of a timeline support his or her claim? • evaluate whether or not an author’s reasoning is valid and if the author provides sufficient evidence to support his/her claims. • evaluate an author’s evidence and whether or not that evidence is valid. • identify false statements and fallacious reasoning. This means that students should go beyond identifying claims and evidence in a text and should now be evaluating the claims and evidence.</td>
</tr>
</tbody>
</table>
Writing (W)

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

<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer to pages 95-96 of the <em>South Carolina College-and Career-Ready Standards</em> (SCCCRS) for English Language Arts (ELA) for the complete W1.1 indicator.</td>
<td>To target the depth and breadth of W.1.1, the EOCEP for English 2 requires students to • include precise claims and counterclaims with supporting evidence that is relevant, credible, and valid. • maintain a logically sequenced organizational structure and show evidence of planning, revising, editing, and rewriting. • correctly format all cited sources, avoiding plagiarism. • identify logical fallacies and avoid them in their own writing. • demonstrate an understanding that in argument writing, the purpose is to convince a reader to believe an idea or to take a certain action. As part of this, students should have an understanding of precise claims and counterclaims, and should be able to develop those claims and counterclaims objectively and without bias. • understand that bias may be directly stated or may be implied by a writer’s choice of words, tone, or selection of supporting facts and evidence. • paraphrase resources and correctly cite those resources. • differentiate between paraphrasing and analyzing. • assesses the credibility and accuracy of sources and understand that credible sources are unbiased, trustworthy, accurate, reliable, up-to-date, and supported by evidence. • recognize a call to action as a writer’s call to the audience to take action at the conclusion of the text.</td>
</tr>
</tbody>
</table>
**Writing Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective **selection, organization, and analysis** of content.

<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
</table>
| Refer to pages 97-98 of the SCCCRS for ELA for the complete indicator. | **To target the depth and breadth of W.2.1, the EOCEP for English 2 requires students to**  
  • introduce a **topic** and develop it with well-chosen **facts** and other types of **support** (see W.2.1f).  
  • maintain a logically sequenced **organizational structure** and show evidence of planning, revising, editing, and rewriting.  
  • format source citations correctly to avoid plagiarism.  
  • use a variety of **transitional words and phrases** to create cohesion and clarify relationships among ideas and concepts.  
  • **paraphrase** resources and correctly cite those resources.  
  • differentiate between paraphrasing and analyzing.  
  • assess the **credibility** and **accuracy** of sources.  
  • understand that credible sources are unbiased, trustworthy, accurate, reliable, up-to-date, and supported by evidence.  
  • strengthen their writing through **revising, editing, and rewriting**.  
  • strengthen others’ writing through revising, editing, and rewriting.  
  • use **precise language** to improve clarity and create specificity in writing, aiding the writer in creating meaning for the intended audience.  
  • recognize that **tone** is the attitude or approach that an author takes toward a theme or subject and that it incorporates syntax, diction, and figurative language.  
  • recognize that tone may shift throughout a text.  
  • write using an **objective tone** that is free from personal opinion. |

**Writing Standard 4:** Demonstrate the command of conventions of standard English grammar and usage when writing or speaking.  
**Writing Standard 5:** Demonstrate the command of conventions of standard English capitalization, punctuation, and spelling when writing.

<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer to the grade-level indicators on pages 100-101 of the SCCCRS</td>
<td><strong>To target the depth and breadth of W.4.1 and W.5.2, the EOCEP for English 2 requires students to</strong></td>
</tr>
<tr>
<td>Grade-Level Indicator</td>
<td>Assessment Boundaries</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>for ELA for a list of specific conventions.</td>
<td>• demonstrate command of grade-level indicators through their own writing and identify proper usage in the writing of others.</td>
</tr>
</tbody>
</table>

### Communication (C)

**Standard 4: Critique** *how a speaker* addresses content and uses craft techniques that **stylistically** and **structurally** inform, engage, and impact the audience and convey messages.

<table>
<thead>
<tr>
<th>Grade-Level Indicators</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
</table>
| **E2.C.4.1 Evaluate** a speaker’s **point of view**, **reasoning**, and use of **evidence** and **rhetoric**, identifying any **fallacies** in reasoning or exaggerated or distorted evidence. | Refer to the notes on indicators RI.10.1, RI.11.1 and RI.11.2.  
To target the depth and breadth of C.4.1, the EOCEP for English 2 requires students to  
• read a variety of speeches.  
• recognize that in this case, **point of view** does not relate to first, second, or third person, but to the speaker’s **perspective**.  
• **evaluate the speaker’s perspective**, which can include why a speaker chooses a particular point of view and how that point of view impacts both the message and the audience.  
• recognize that a speaker uses a variety of **rhetorical techniques** to persuade an audience and to provoke an emotional response.  
• evaluate an author’s **rhetorical** strategies, including whether or not they are effective. See RI.10.1, RI.11.1, and RI.11.2 for more information.  
• recognize that speakers may use **text structure** as a **rhetorical element**. Refer to RI.10.1, RI.11.1, and RI.11.2 for more information. |
| **E2.C.4.3 Analyze** the speaker’s use of **repetition**, **rhetorical questions**, and delivery **style** to convey the message and impact the audience. | To target the depth and breadth of C.4.3 the EOCEP for English 2 requires students to  
• recognize that a speaker’s **style** in presenting his/her message also **impacts the audience and meaning**. In other words, how the content is communicated is part of the message.  
• identify an author’s **rhetorical use of repetition** and **rhetorical questioning**.  
• analyze the impact of these devices on both the message and the audience. In other words, how does the author use repetition and rhetorical questions? How does that usage impact the speaker’s message? How does that usage impact the audience? |
Inquiry (I)
The assessment of the Inquiry standards requires an isolation of skills.

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

<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
<th>Assessment Boundaries</th>
</tr>
</thead>
</table>
| **E2.I.3.2** Examine historical, social, cultural, or political context to **broaden inquiry** and create questions. | To target the depth and breadth of I.3.2, the EOCEP for English 2 requires students to  
  • recognize that the **context** of an event or situation presented in a text provides background information to the reader and helps the reader understand the meaning and relevance of a text.  
  • recognize historical context, political context, and/or social context.  
  • **broaden inquiry** as they research a topic or event. As part of this process, students should be able to **create questions** that will further guide or direct their research. This requires students to recognize that questions resulting in a one-word response will not aid them in the inquiry process.  
  • evaluate a group of provided research questions and determine which will best aid in the broadening of inquiry. |
| **E2.I.3.3** Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias. | In grade 4, students were introduced to primary and secondary sources.  
To target the depth and breadth of I.3.3, the EOCEP for English 2 requires students to  
  • differentiate between primary and secondary sources.  
  • recognize that **bias** may be directly stated or may be implied through a writer or speaker’s choice of words, tone, or selection of supporting facts and evidence.  
  • evaluate sources for bias.  
  • recognize **validity** as the accuracy of quality of a source of information.  
  • evaluate sources for validity.  
  • recognize that **perspective** focuses on an author or speaker perceives what is happening. |
| **E2.I.3.4** Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new | To target the depth and breadth of I.3.4, the EOCEP for English 2 requires students to  
  • **organize** information or be able to identify when information is well-organized.  
  • **categorize** information in a logical, effective manner or be able to identify when information is effectively categorized. This includes creating and/or naming categories. |
<table>
<thead>
<tr>
<th>Grade-Level Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>learning; identify implications for future inquiry.</td>
</tr>
<tr>
<td>Assessment Boundaries</td>
</tr>
<tr>
<td>- understand a variety of ideas, draw conclusions about those ideas both individually and as a group, and develop a deeper understanding of the topic or topics.</td>
</tr>
<tr>
<td>- communicate the learning they have acquired though the inquiry process.</td>
</tr>
<tr>
<td>- use the information they have gained through the inquiry process as an avenue for further research of a topic or event.</td>
</tr>
</tbody>
</table>