South Carolina Alternate Assessments
Prioritized Standards

English Language Arts

Contents

Document Summary

The Prioritized Standards for the SC-Alt Online Assessment in English Language Arts were developed to provide guidance to teachers for including students with significant cognitive disabilities in challenging academic instruction. This document is intended to make the general education indicators and the range performance level indicators useful for classroom instruction and assessment test development. In 2015, the South Carolina College- and Career-Ready Standards were published. That document, which sets forth the state's academic standards for general education in the English Language Arts, served as the basis for the state's alternate assessment prioritized standards in English Language Arts. All of the prioritized academic standards that appear in this document have been selected from the March 2015 standards document.

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

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

Grade 3

Inquiry-Based Literacy Standards (I)			
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.			
Standard 4: Synthesize integrated information to share learning and/or take action.			
	Prioritized Standard	**Indicator**	**SCCCR Standard**
	Organize and categorize important information into basic categories.	I 3.2	Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.
	Draw simple conclusions based on relationships and patterns.	I 4.1	Draw logical conclusions from relationships and patterns discovered during the inquiry process.

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.

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

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

	Prioritized Standard	Indicator	SCCCR Standard
Meaning and Context	Answer questions based on what is presented explicitly in a text; make simple inferences based on the text.	RL 5.1	Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.
	Determine the theme (big idea) and recall key details that support the theme.	RL 6.1	Determine the theme by recalling key details that support the theme.
	Use text evidence to describe a character's traits, motivations, or feelings and explain how their actions contribute to the development of the plot.	RL 8.1	a. Describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and b. explain the influence of cultural and historical context on characters, setting, and plot development.

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.

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

	Prioritized Standard	Indicator	SCCCR Standard
Language, Craft, and Structure	Identify and explain how the author uses idioms, metaphor, or personification to shape meaning.	RL 9.1	Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.
	Use paragraph-level context to determine meanings of words and phrases.	RL 10.1	Use paragraph-level context to determine the meaning of words and phrases.

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 interpretations.

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

	Prioritized Standard	Indicator	SCCCR Standard
Meaning and Context	Answer simple literal questions to determine meaning.	RI 5.1	Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.
	Summarize a simple paragraph using key details to support the central idea.	RI 6.1	Summarize multi-paragraph texts using key details to support the central idea.

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.

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

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

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

	Prioritized Standard	Indicator	SCCCR Standard
Language, Craft, and Structure	Explain how the author uses words and phrases to inform, explain, or describe.	RI 8.1	Explain how the author uses words and phrases to inform, explain, or describe.
	Use charts and tables (e.g., menus, school schedules, etc.) to gain meaning and explain how these features contribute to a text.	RI 8.2	Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.
	Use paragraph-level context to determine the meaning of words and phrases.	RI 9.1	Use paragraph-level context to determine the meaning of words and phrases.
	Identify clearly stated author's purpose and/or perspective.	RI 10.1	State the author's purpose; distinguish one's own perspective from that of the author.
	Identify a simple problem and solution, description, and question-answer structures.	RI 11.1	Identify problem and solution, description, and question and answer structures to locate information and gain meaning.

Writing (W)

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.

	Prioritized Standard	Indicator	SCCCR Standard
Meaning, Context, and Craft	Organize information into appropriate sections.	W 2.1a	Introduce a topic and group related information together.
	Use information from print and multimedia sources.	W 2.1b	Use information from multiple print and multimedia resources.
	Use formats and illustrations to aid comprehension.	W 2.1c	Include illustrations to aid comprehension.
	Include relevant details and examples.	W 2.1d	Develop the topic with facts, definitions, and details.
	Use domain-specific vocabulary to present information.	W 2.1g	Use transition words and phrases to connect ideas within categories of information.
	Provide a concluding statement.	W 2.1j	Provide a concluding statement or section.

Grade 4

<table>
<tr>
<td colspan="4" align="center">Inquiry-Based Literacy Standards (I)</td>
</tr>
<tr>
<td colspan="4">Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
Standard 4: Synthesize integrated information to share learning and/or take action.</td>
</tr>
<tr>
<td></td>
<td align="center">Prioritized Standard</td>
<td align="center">Indicator</td>
<td align="center">SCCCR Standard</td>
</tr>
<tr>
<td></td>
<td>Organize and categorize important information into basic categories.</td>
<td align="center">I 3.2</td>
<td>Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</td>
</tr>
<tr>
<td></td>
<td>Note patterns in research and draw logical conclusions based on those relationships.</td>
<td align="center">I 4.1</td>
<td>Draw logical conclusions from relationships and patterns discovered during the inquiry process.</td>
</tr>
</table>

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.

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

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

	Prioritized Standard	Indicator	SCCCR Standard
Meaning and Context	Answer simple inferential questions. Refer to details and examples within a text to support inferences.	RL 5.1	Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.
	Determine a theme (big idea) within a text and identify key details that support the theme.	RL 6.1	Determine the development of a theme within a text; summarize using key details.
	Identify events or conflicts that result in character development in a narrative.	RL 8.1	Use text evidence to: a. explain how conflicts cause the characters to change or revise plans while moving toward resolution; and b. explain the influence of cultural, historical, and social context on characters, setting, and plot development.

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.

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

	Prioritized Standard	Indicator	SCCCR Standard
Language, Craft, and Structure	Identify and explain how the author uses simple imagery, hyperbole, adages, or proverbs to shape meaning and tone.	RL 9.1	Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.
	Use easily located, explicitly stated definitions, examples, and restatements of simple words and phrases.	RL 10.1	Use definitions, examples, and restatements to determine the meaning of words or phrases.

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 interpretations.

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

	Prioritized Standard	Indicator	SCCCR Standard
Meaning and Context	Answer simple inferential questions.	RI 5.1	Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.
	Summarize multi-paragraph texts using key details to support the central idea.	RI 6.1	Summarize multi-paragraph texts using key details to support the central idea.

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.

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

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

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

	Prioritized Standard	Indicator	SCCCR Standard
Language, Craft, and Structure	Identify how the author uses simple words and phrases to shape meaning.	RI 8.1	Determine how the author uses words and phrases to shape and clarify meaning.
	Identify basic text features (e.g., titles, numbered lists, illustrations) and explain how these features contribute to a text.	RI 8.2	Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.
	Use definitions, examples, and restatements to determine the meaning of a word or phrase.	RI 9.1	Use definitions, examples, and restatements to determine the meaning of words or phrases.
	Identify elements of simple primary and secondary accounts of the same event or topic.	RI 10.1	Identify and describe the difference between a primary and secondary account of the same event or topic.
	Identify simple text structures.	RI 11.1	Apply knowledge of text structures to describe how structures contribute to meaning.

Writing (W)

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.

	Prioritized Standard	Indicator	SCCCR Standard
Meaning, Context, and Craft	Introduce a topic.	W 2.1a	Introduce a topic clearly.
	Use information from print and multimedia sources.	W 2.1b	Use information from multiple print and multimedia sources.
	Organize information into appropriate sections.	W 2.1c	Group related information in paragraphs and sections.
	Use formats and illustrations to aid comprehension.	W 2.1d	Include formatting, illustrations, and multimedia to aid comprehension.
	Use words and phrases to link ideas and information.	W 2.1h	Link ideas within categories of information using words and phrases.
	Use domain-specific vocabulary to present information.	W 2.1i	Use precise language and domain-specific vocabulary to inform or explain the topic.
	Provide a concluding statement.	W 2.1k	Provide a concluding statement or section related to the information or explanation presented.

Grade 5

<table>
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Standard 4: Synthesize integrated information to share learning and/or take action.</td>
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</tr>
<tr>
<td></td>
<td>Organize and categorize important information into categories and sub-categories.</td>
<td align="center">I 3.2</td>
<td>Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</td>
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<td>Draw logical conclusions from relationships and patterns discovered during the inquiry process.</td>
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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.

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

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

	Prioritized Standard	Indicator	SCCCR Standard
Meaning and Context	Make simple inferences and draw simple conclusions.	RL 5.1	Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.
	Identify the theme (big idea) or lesson in a story and identify details that support the theme or lesson.	RL 6.1	Determine and analyze the development of a theme within a text; summarize using key details.
	Identify how simple characters, events, or settings in a text affect the plot or story.	RL 8.1	Cite evidence within text to: a. analyze two or more characters, events, or settings in a text and explain the impact on the plot; and b. explain the influence of cultural, historical, social, and political context on characters, setting, and plot development.

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.

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

	Prioritized Standard	Indicator	SCCCR Standard
Language, Craft, and Structure	Identify and explain how the author uses simple imagery, hyperbole, adages, or proverbs to shape meaning and tone.	RL 9.1	Cite examples of the author's use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.
	Use the overall meaning of a text to identify meanings of a simple word or phrase.	RL 10.1	Use cause and effect relationships and comparisons to determine the meaning of words or phrases.

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 interpretations.

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

	Prioritized Standard	Indicator	SCCCR Standard
Meaning and Context	Identify basic meaning in a text.	RI 5.1	Quote accurately from a text to analyze meaning in and beyond the text.
	Summarize a text with two central ideas.	RI 6.1	Summarize a text with two or more central ideas; cite key supporting details.

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.

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

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

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

	Prioritized Standard	Indicator	SCCCR Standard
Language, Craft, and Structure	Identify how the author uses simple words and phrases to shape meaning.	RI 8.1	Analyze how the author uses words and phrases to shape and clarify meaning.
	Identify basic text features (e.g., headings, bullets, boldface words) and explain how these features contribute to a text.	RI 8.2	Apply knowledge of text features in multiple sources to gain meaning or solve a problem.
	Use the overall meaning of a text to determine the meaning of a word or phrase.	RI 9.1	Use the overall meaning of a text or word's position or function to determine the meaning of a word or phrase.
	Identify elements of simple primary and secondary accounts of the same event or topic.	RI 10.1	Compare and contrast a primary and secondary account of the same event or topic.
	Identify simple text features and structures.	RI 11.1	Apply knowledge of text structures across multiple texts to locate information and gain meaning.

Writing (W)

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.

	Prioritized Standard	Indicator	SCCCR Standard
Meaning, Context, and Craft	Introduce a topic clearly.	W 2.1a	Introduce a topic clearly.
	Gathers information from multiple print and multimedia sources.	W 2.1b	Use relevant information from multiple print and multimedia sources.
	Organize ideas, concepts, and information in a logical manner.	W 2.1c	Provide a general observation and focus.
	Include graphics and multimedia to support the text.	W 2.1f	Include formatting, illustrations, and multimedia to aid comprehension.
	Include relevant details and examples.	W 2.1g	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	Use appropriate and varied transitions.	W 2.1j	Link ideas within and across categories of information using words, phrases, and clauses.
	Include domain-specific vocabulary.	W 2.1k	Use precise language and domain-specific vocabulary to inform or explain the topic.
	Provide a concluding statement.	W 2.1m	Provide a concluding statement or section related to the information or explanation presented.

Grade 6

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<tr><td></td><td align="center">**Prioritized Standard**</td><td align="center">**Indicator**</td><td align="center">**SCCCR Standard**</td></tr>
<tr><td></td><td>Organize and categorize important information, revise ideas, and report relevant findings.</td><td>I 3.4</td><td>Organize and categorize important information, revise ideas, and report relevant findings.</td></tr>
<tr><td></td><td>Demonstrate that relationships and patterns of evidence lead to logical conclusions.</td><td>I 4.1</td><td>Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.</td></tr>
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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.

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

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

	Prioritized Standard	Indicator	SCCCR Standard
Meaning and Context	Answer questions about information stated in a text; use information in the text to draw conclusions and make inferences.	RL 5.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	Determine a theme of a text and provide a summary statement.	RL 6.1	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	Determine how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; understand how context influences plot, setting, and characters.	RL 8.1	Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot, and characters.

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.

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

	Prioritized Standard	Indicator	SCCCR Standard
Language, Craft, and Structure	Determine the figurative meaning of simple words and phrases as they are used in text.	RL 9.1	Determine the figurative and connotative meaning of words and phrases as they are used in a text; analyze the impact of specific word choice on meaning and tone.
	Use context clues to determine meanings of words and phrases.	RL 10.1	Use the overall meaning of a text or a word's position or function to determine the meaning of a word or phrase.

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 interpretations.

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

	Prioritized Standard	**Indicator**	**SCCCR Standard**
Meaning and Context	Cite textual evidence to support analysis of what the text says explicitly.	RI 5.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	Summarize a text with two or more central ideas.	RI 6.1	Provide an objective summary of a text with two or more central ideas; cite key supporting details.

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.

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

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

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

	Prioritized Standard	**Indicator**	**SCCCR Standard**
Language, Craft, and Structure	Determine figurative, connotative, or technical meanings of words or phrases in a text.	RI 8.1	Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.
	Identify basic text features (e.g., headings, bullets, boldface words, table of contents).	RI 8.2	Identify text features and structures that support an author's ideas or claim.
	Use the overall meaning of a text to determine the meaning of a word or phrase.	RI 9.1	Determine the meaning of a word or phrase using the overall meaning of a text or a word's position or function.
	Use two accounts of the same event or topic to note important similarities and differences in the perspective presented.	RI 10.1	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.
	Identify simple text features and structures.	RI 11.1	Identify text features and structures that support an author's idea or claim.

Writing (W)

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.

	Prioritized Standard	Indicator	SCCCR Standard
Meaning, Context, and Craft	Introduce a focused topic.	W 2.1a	Introduce a focused topic.
	Use relevant information from multiple print and multimedia sources.	W 2.1b	Use relevant information from multiple print and multimedia sources.
	Use structures to organize ideas, concepts, and information.	W 2.1c	Use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information.
	Include graphics and multimedia to aid comprehension.	W 2.1e	Include formatting, graphics, and multimedia to aid comprehension.
	Develop the topic with relevant facts, concrete details, or other information and examples.	W 2.1f	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	Use appropriate transitions.	W 2.1j	Use appropriate transitions to clarify the relationships among ideas and concepts.
	Use domain-specific vocabulary.	W 2.1k	Use precise language and domain-specific vocabulary to inform or explain the topic.
	Provide a concluding statement.	W 2.1m	Provide a concluding statement or section that follows the information or explanation presented.

Grade 7

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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.

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

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

	Prioritized Standard	Indicator	SCCCR Standard
Meaning and Context	Answer questions about information stated in the text; use information in the text to draw conclusions and make inferences.	RL 5.1	Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	Determine a theme of a text and provide a summary statement.	RL 6.1	Determine one or more themes and analyze the development; provide an objective summary.
	Determine how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; understand how context influences plot, setting, and characters.	RL 8.1	Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.

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.

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

	Prioritized Standard	Indicator	SCCCR Standard
Language, Craft, and Structure	Determine the figurative meaning of simple words and phrases as they are used in text; recognize rhyme used in poetry.	RL 9.1	Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.
	Use context clues to determine meanings of words and phrases, including those with multiple meanings.	RL 10.1	Use context clues to determine meanings of words and phrases.

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 interpretations.

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

	Prioritized Standard	Indicator	SCCCR Standard
Meaning and Context	Answer questions about information stated in text; use information in the text to draw conclusions and make several inferences.	RI 5.1	Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	Summarize a text with multiple key ideas.	RI 6.1	Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.

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.

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

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

	Prioritized Standard	Indicator	SCCCR Standard
Language, Craft, and Structure	Determine the meaning of figurative, connotative, or technical language in a text.	RI 8.1	Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.
	Determine the text features and structures that an author uses.	RI 8.2	Determine the impact of text features and structures on an author's ideas or claim.
	Determine an author's perspective or purpose in one or more texts.	RI 10.1	Determine an author's perspective or purpose and analyze how the author distinguishes his/her position from others.
	Identify basic text features and structures and note their effect.	RI 11.1	Determine the impact of text features and structures on an author's ideas or claims.

Writing (W)

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.

	Prioritized Standard	Indicator	SCCCR Standard
Meaning, Context, and Craft	Introduce a topic.	W 2.1a	Introduce a topic clearly, previewing what is to follow.
	Gather information from multiple print and multimedia sources.	W 2.1b	Use relevant information from multiple print and multimedia sources.
	Organize ideas, concepts, and information in a logical manner.	W 2.1c	Use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information.
	Include graphics and multimedia to support the text.	W 2.1e	Include formatting, graphics, and multimedia to aid comprehension.
	Include relevant details and examples.	W 2.1f	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	Use appropriate and varied transitions.	W 2.1j	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	Include domain-specific vocabulary.	W 2.1k	Use precise language and domain-specific vocabulary to inform or explain the topic.
	Provide a concluding statement.	W 2.1m	Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade 8

<table>
<tr><td colspan="4" align="center">Inquiry-Based Literacy Standards (I)</td></tr>
<tr><td colspan="4">Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
Standard 4: Synthesize integrated information to share learning and/or take action.</td></tr>
<tr><td></td><td align="center">Prioritized Standard</td><td align="center">Indicator</td><td align="center">SCCCR Standard</td></tr>
<tr><td></td><td>Organize and categorize basic information and report some relevant findings.</td><td>I 3.4</td><td>Organize and categorize important information, revise ideas, and report relevant findings.</td></tr>
<tr><td></td><td>Demonstrate that relationships and patterns of evidence lead to logical conclusions.</td><td>I 4.1</td><td>Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.</td></tr>
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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.

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

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

	Prioritized Standard	Indicator	SCCCR Standard
Meaning and Context	Answer questions about information stated in a text; use information in the text to draw conclusions and make inferences.	RL 5.1	Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	Determine one or more themes and provide a basic summary of a text.	RL 6.1	Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.
	Determine how setting shapes the characters and/or plot and how particular elements of a narrative, poem, or drama interact; understand how context influences plot, setting, and characters.	RL 8.1	Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot, and characters.

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.

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

	Prioritized Standard	Indicator	SCCCR Standard
Language, Craft, and Structure	Determine the figurative and connotative meanings of words and phrases as they are used in a text.	RL 9.1	Determine the figurative and connotative meanings of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	Use context clues to determine meanings of words and phrases, including words with multiple meanings.	RL 10.1	Use context clues to determine meanings of words and phrases.

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 interpretations.

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

	Prioritized Standard	Indicator	SCCCR Standard
Meaning and Context	Cite evidence to support basic analysis of what the text says explicitly.	RI 5.1	Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	Identify central ideas and show how they support the topic of the text.	RI 6.1	Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.

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.

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

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

	Prioritized Standard	Indicator	SCCCR Standard
Language, Craft, and Structure	Determine the meaning of figurative, connotative, or technical words and phrases in a text.	RI 8.1	Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.
	Analyze text features and structures that authors use and explain how these features contribute to understanding the text.	RI 8.2	Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.
	Determine an author's perspective or purpose in one or more texts.	RI 10.1	Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.
	Identify basic text features and structures and note their effect.	RI 11.1	Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.

Writing (W)

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.

	Prioritized Standard	**Indicator**	**SCCCR Standard**
Meaning, Context, and Craft	Introduce a topic.	W 2.1a	Introduce a topic.
	Gather information from multiple print and multimedia sources.	W 2.1b	Use relevant information from multiple print and multimedia sources.
	Organize ideas, concepts, and information in a logical manner.	W 2.1c	Organize ideas, concepts, and information into broader categories.
	Include graphics and multimedia to support the text.	W 2.1e	Include formatting, graphics, and multimedia to aid comprehension.
	Include relevant details and examples.	W 2.1f	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	Use appropriate and varied transitions.	W 2.1j	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	Include domain-specific vocabulary.	W 2.1k	Use precise language and domain-specific vocabulary to explain the topic.
	Provide a concluding statement.	W 2.1m	Provide a concluding statement or section that follows and supports the information or explanation presented.

Grade 11

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<tr><td colspan="4" align="center">**Inquiry-Based Literacy Standards (I)**</td></tr>
<tr><td colspan="4">**Standard 3:** Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
Standard 4: Synthesize information to share learning and/or take action.</td></tr>
<tr><td></td><td align="center">**Prioritized Standard**</td><td align="center">**Indicator**</td><td align="center">**SCCCR Standard**</td></tr>
<tr><td></td><td>Organize and categorize important information; use relevant ideas to communicate new learning; ask questions to gather additional information.</td><td>I 3.4</td><td>Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.</td></tr>
<tr><td></td><td>Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.</td><td>I 4.1</td><td>Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.</td></tr>
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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.

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

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

	Prioritized Standard	Indicator	SCCCR Standard
Meaning and Context	Answer questions about information stated in a text; use information in the text to draw conclusions and make inferences.	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.
	Determine themes or central ideas of a text and provide detailed summaries of a text.	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.
	Determine how characters or a series of ideas or events is introduced, connected, and developed within a particular story, poem, or drama.	RL 8.1	Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.

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.

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

	Prioritized Standard	Indicator	SCCCR Standard
Language, Craft, and Structure	Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	RL 9.1	Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.
	Use context clues to determine meanings of words and phrases, including words with multiple meanings.	RL 10.1	Use context clues to determine meanings of words and phrases.

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 interpretations.

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

	Prioritized Standard	Indicator	SCCCR Standard
Meaning and Context	Make multiple inferences and cite evidence from a text to support those inferences.	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.
	Identify the topic and support it with central ideas and details.	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.

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.

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

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

	Prioritized Standard	Indicator	SCCCR Standard
Language, Craft, and Structure	Determine figurative, connotative, or technical meanings of words and phrases.	RI 8.1	Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.
	Determine how an author uses text features and structures to shape meaning and tone.	RI 8.2	Determine how an author uses text features and structures to shape meaning and tone.
	Identify an author's point of view and determine the author's purpose in one or more texts.	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.
	Explain how the author's ideas or claims are supported through the use of text features and structures.	RI 11.1	Explain how the author's ideas or claims are supported through the use of text features and structures.

Writing (W)

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.

	Prioritized Standard	Indicator	SCCCR Standard
Meaning, Context, and Craft	Introduce a topic.	W 2.1a	Introduce a topic.
	Use relevant information from multiple print and multimedia sources.	W 2.1b	Use relevant information from multiple print and multimedia sources.
	Organize ideas, concepts, and information to make connections and distinctions.	W 2.1c	Organize complex ideas, concepts, and information to make connections and distinctions.
	Include graphics and multimedia to aid comprehension as needed.	W 2.1e	Include formatting, graphics, and multimedia to aid comprehension as needed.
	Develop the topic with well-chosen, relevant, and sufficient facts, concrete details, and examples.	W 2.1f	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	Use appropriate transitions.	W 2.1i	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	Use domain-specific vocabulary.	W 2.1j	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
	Provide a concluding statement or section.	W 2.1l	Provide a concluding statement or section that follows from and supports the information or explanation presented.