

South Carolina, English 3/4

| South Carolina Strand/Standard | Focus of South Carolina Standard | For More Information |
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| Reading Literature | | |
| 5.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly | R1 pp. 6–11 |
| 6.1 | Determine two or more themes or central ideas and analyze their development across multiple texts, citing evidence; provide a summary | R2 pp. 12–17 |
| 7.1 | Analyze the development of theme across diverse media, modality, and format | R7 pp. 42–47 |
| 7.2 | Investigate how literary texts allude to themes and archetypes from historical and cultural traditions | R9 pp. 54–59 |
| 8.1 | Analyze how characters develop, interact, and advance the plot or develop the theme | R3 pp. 18–23 |
| 9.1, 10.1 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of the author’s use of language and word choice on meaning and tone | R4 pp. 24–29 |
| 11.1 | Analyze how the author’s point of view and purpose shape content, meaning, and style | R6 pp. 36–41 |
| 12.1–12.2 | Analyze and critique how an author’s choices concerning how to structure text, order events, and manipulate time contribute to overall structure and meaning | R5 pp. 30–35 |
| 13.1–13.3 | Read and comprehend a range of literature from a variety of cultures | R10 pp. 60–65 |
| Reading Informational Text | | |
| 5.1 | Cite significant textual evidence to support synthesis of what the text says explicitly and implicitly, including where the text leaves matters uncertain | R1 pp. 6–11 |
| 6.1 | Determine two or more central ideas of a text and analyze their development; provide a summary of the text | R2 pp. 12–17 |
| 7.1 | Evaluate how the use of different mediums impacts the reader’s understanding of events, topics, and concepts | R7 pp. 42–47 |
| 8.1, 9.1 | Determine the meaning of words and phrases in a text; analyze how an author uses and refines the meaning of key terms over the course of a text | R4 pp. 24–29 |
| 8.2 | Analyze and evaluate the effectiveness of the text structures an author uses to shape meaning and tone | R3 pp. 18–23 |
| 10.1 | Determine the author’s point of view and analyze how style and content contribute to the power, persuasiveness, or beauty of the text | R6 pp. 36–41 |
| 11.1 | Analyze and evaluate the effectiveness of the text features and structure in an exposition or argument | R5 pp. 30–35 |
| 11.2 | Analyze and critique the reasoning in historical, scientific, technical, and argument writing | R8 pp. 48–53 |
| 12.1–12.3 | Read and comprehend grade-level text independently and proficiently | R10 pp. 60–65 |
| Writing | | |
| 1.1 | Write arguments to support claims, using valid reasoning and relevant and sufficient evidence; use an appropriate organizational structure; develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach; gather information from multiple sources; assess usefulness of sources; integrate information, avoiding plagiarism | W1 pp. 70–77 W4 pp. 92–97 W5 pp. 98–103 W8 pp. 116–121 W9 pp. 122–127 |
| 2.1 | Write informative/explanatory texts to effectively examine and convey complex ideas, concepts, and information; use appropriate transitions, precise language, and a concluding statement; develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach; gather information from multiple sources; assess usefulness of sources; integrate information, avoiding plagiarism | W2 pp. 78–85 W4 pp. 92–97 W5 pp. 98–103 W8 pp. 116–121 W9 pp. 122–127 |
| 3.1 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences; develop and strengthen writing as needed by planning, revising, and editing, rewriting | W3 pp. 86–91 W4 pp. 92–97 W5 pp. 98–103 |

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| Writing | | |
| 4 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking | L1 pp. 178–183 |
| 5 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing | L2 pp. 184–189 |
| 6.1 | Write routinely over short and extended time frames for a range of audiences, tasks, and purposes | W10 pp. 128–133 |
| Communication | | |
| 1.1 | Integrate multiple sources of information presented in diverse media or formats; evaluate credibility and accuracy of sources and note discrepancies | SL2 pp. 144–149 |
| 1.2 | Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively | SL1 pp. 138–143 |
| 2.1 | Present information, conveying a clear and distinct perspective, address alternative viewpoints; presentation is appropriate to purpose, audience, and task | SL4 pp. 156–161 |
| 2.4 | Adapt speech to a variety of contexts and tasks; demonstrate a command of formal English when appropriate | SL6 pp. 168–173 |
| 3.2 | Make strategic use of media forms in presentations to enhance understanding and to add interest | SL5 pp. 162–167 |
| 4.1–4.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, link among ideas, word choice, emphasis, and tone | SL3 pp. 150–155 |