

South Carolina College and Career-Ready Standards for English Language Arts

DT+ is highly aligned to the Reading-Literary Text section for English I - English IV of the South Carolina College and Career-Ready Standards for English Language Arts. While we have content and resources for the other strands and standards, this is the primary area we are designed to support.

Very high	DT+ is the only resource you need to teach this standard.	High	DT+ can be your primary resource when teaching this standard.
Medium	DT+ will be one of a number of resources used to fully cover the teaching of this standard.	Low	DT+ has content for this standard and it will be used to supplement your primary resources.

READING - LITERARY TEXT - ENGLISH I

	Standard	Indicators	Strength
Principles of Reading (P)	1: Demonstrate understanding of the organization and basic features of print	1.1 - 1.4 Students are expected to build upon and continue applying previous learning	N/A
	2: Demonstrate understanding of spoken words, syllables, and sounds	2.1 - 2.5 Students are expected to build upon and continue applying previous learning	N/A
	3: Know and apply grade-level phonics and word analysis skills in decoding words	3.1 - 3.6 Students are expected to build upon and continue applying previous learning	N/A
	4: Read with sufficient accuracy and fluency to support comprehension.	4.1 Read grade-level text with purpose and understanding.	Medium
		4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	Medium
		4.3 Use context to confirm or self correct word recognition and understanding, rereading as necessary.	Medium

	Standard	Indicators	Strength
Meaning and Context (MC)	5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	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.	High
		5.2 Students are expected to build upon and continue applying previous learning	N/A
	6: Summarize key details and ideas to support analysis of thematic development.	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.	High
	7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	7.1 Trace the development of a common theme in two different artistic mediums.	High
		7.2 Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	High - Very High
8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context	8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.	High	

	Standard	Indicators	Strength
Language, Craft and Structure (LCS)	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.	9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	High
		9.2 Students are expected to build upon and continue applying previous learning	N/A
	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.	10.1 Use context clues to determine meanings of words and phrases.	Medium - High
		10.2 - 10.6 Students are expected to build upon and continue applying previous learning.	N/A
	11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.	11.1 Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.	High
		11.2 Students are expected to build upon and continue applying previous learning.	N/A
	12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader	12.1 Determine the significance of the author's use of text structure and plot organization to create the effects of mystery, tension, or surprise citing support from the text.	Medium - High
		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.	Medium - High

	Standard	Indicators	Strength
Range of Reading and Level of Text Complexity	13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	13.1 Engage in whole and small group reading with purpose and understanding.	Medium
		13.2 Read independently for sustained periods of time to build stamina.	Medium
		13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	Medium

READING - LITERARY TEXT - ENGLISH II

	Standard	Indicators	Strength
Principles of Reading (P)	1: Demonstrate understanding of the organization and basic features of print	1.1 - 1.4 Students are expected to build upon and continue applying previous learning	N/A
	2: Demonstrate understanding of spoken words, syllables, and sounds	2.1 - 2.5 Students are expected to build upon and continue applying previous learning	N/A
	3: Know and apply grade-level phonics and word analysis skills in decoding words	3.1 - 3.6 Students are expected to build upon and continue applying previous learning	N/A
	4: Read with sufficient accuracy and fluency to support comprehension.	4.1 Read grade-level text with purpose and understanding.	Medium
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.		Medium	
4.3 Use context to confirm or self correct word recognition and understanding, rereading as necessary.		Medium	

	Standard	Indicators	Strength
Meaning and Context (MC)	5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	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.	High
		5.2 Students are expected to build upon and continue applying previous learning	N/A
	6: Summarize key details and ideas to support analysis of thematic development.	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.	High
	7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	7.1 Trace the development of a common theme across media, modality, and format.	High
		7.2 Explain how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	High
	8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context	8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.	High

	Standard	Indicators	Strength
Language, Craft and Structure (LCS)	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.	9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	High
		9.2 Students are expected to build upon and continue applying previous learning	N/A
	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.	10.1 Use context clues to determine meanings of words and phrases.	Medium - High
		10.2 - 10.6 Students are expected to build upon and continue applying previous learning.	N/A
	11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.	11.1 Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.	High
		11.2 Students are expected to build upon and continue applying previous learning.	N/A
	12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader	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.	Medium - High
		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.	Medium - High

	Standard	Indicators	Strength
Range of Reading and Level of Text Complexity	13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	13.1 Engage in whole and small group reading with purpose and understanding.	Medium
		13.2 Read independently for sustained periods of time to build stamina.	Medium
		13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	Medium

READING - LITERARY TEXT - ENGLISH III

	Standard	Indicators	Strength
Principles of Reading (P)	1: Demonstrate understanding of the organization and basic features of print	1.1 - 1.4 Students are expected to build upon and continue applying previous learning	N/A
	2: Demonstrate understanding of spoken words, syllables, and sounds	2.1 - 2.5 Students are expected to build upon and continue applying previous learning	N/A
	3: Know and apply grade-level phonics and word analysis skills in decoding words	3.1 - 3.6 Students are expected to build upon and continue applying previous learning	N/A
	4: Read with sufficient accuracy and fluency to support comprehension.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.
		4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	Medium
		4.3 Use context to confirm or self correct word recognition and understanding, rereading as necessary.	Medium

	Standard	Indicators	Strength
Meaning and Context (MC)	5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	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 including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.	High
		5.2 Students are expected to build upon and continue applying previous learning	N/A
	Summarize key details and ideas to support analysis of thematic development.	6.1 Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.	High
	7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	7.1 Analyze the development of theme across diverse media, modality, and format.	High
		7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	High
Analyze characters, settings, events, and ideas as they develop and interact within a particular context	8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.	High	

	Standard	Indicators	Strength
Language, Craft and Structure (LCS)	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.	9.1 Analyze and interpret the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.	High
		9.2 Students are expected to build upon and continue applying previous learning	N/A
	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.	10.1 Use context clues to determine meanings of words and phrases.	Medium - High
		10.2 - 10.6 Students are expected to build upon and continue applying previous learning.	N/A
	11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.	11.1 Analyze how point of view and author's perspective and purpose shape content, meaning, and style, supports rhetorical or aesthetic purposes, and conveys cultural experience.	High
		11.2 Students are expected to build upon and continue applying previous learning.	N/A
	12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader	12.1 Analyze the relationships among structure, plot, and manipulation of time to determine how meaning is derived citing support from the text.	Medium - High
		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.	Medium - High

	Standard	Indicators	Strength
Range of Reading and Level of Text Complexity	13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	13.1 Engage in whole and small group reading with purpose and understanding.	Medium
		13.2 Read independently for sustained periods of time to build stamina.	Medium
		13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	Medium

READING - LITERARY TEXT - ENGLISH IV

	Standard	Indicators	Strength
Principles of Reading (P)	1: Demonstrate understanding of the organization and basic features of print	1.1 - 1.4 Students are expected to build upon and continue applying previous learning	N/A
	2: Demonstrate understanding of spoken words, syllables, and sounds	2.1 - 2.5 Students are expected to build upon and continue applying previous learning	N/A
	3: Know and apply grade-level phonics and word analysis skills in decoding words	3.1 - 3.6 Students are expected to build upon and continue applying previous learning	N/A
	4: Read with sufficient accuracy and fluency to support comprehension.	4.1 Read grade-level text with purpose and understanding.	Medium
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.		Medium	
4.3 Use context to confirm or self correct word recognition and understanding, rereading as necessary.		Medium	

	Standard	Indicators	Strength
Meaning and Context (MC)	5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	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 including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.	High
		5.2 Students are expected to build upon and continue applying previous learning	N/A
	Summarize key details and ideas to support analysis of thematic development.	6.1 Analyze the development of related themes across a variety of texts citing evidence to support analysis; provide an objective summary.	High
	7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	7.1 Analyze the development of theme across diverse media, modality, and format.	High
		7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	High
Analyze characters, settings, events, and ideas as they develop and interact within a particular context	8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.	High	

	Standard	Indicators	Strength
Language, Craft and Structure (LCS)	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.	9.1 Evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.	High
		9.2 Students are expected to build upon and continue applying previous learning	N/A
	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.	10.1 Use context clues to determine meanings of words and phrases.	Medium - High
		10.2 - 10.6 Students are expected to build upon and continue applying previous learning.	N/A
	11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.	11.1 Analyze how point of view and author's perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.	High
		11.2 Students are expected to build upon and continue applying previous learning.	N/A
12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader	12.1 Evaluate various texts to formulate a theory regarding the authors' use of structure, plot, and manipulation of time citing support from the texts.	High	
	12.2 Critique how an author's choices concerning how to structure texts, order events within the text, and manipulate time create different effects	Medium - High	

	Standard	Indicators	Strength
Range of Reading and Level of Text Complexity	13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	13.1 Engage in whole and small group reading with purpose and understanding.	Medium
		13.2 Read independently for sustained periods of time to build stamina.	Medium
		13.3 Read and respond to grade level text as self-directed, critical readers and thinkers.	Medium