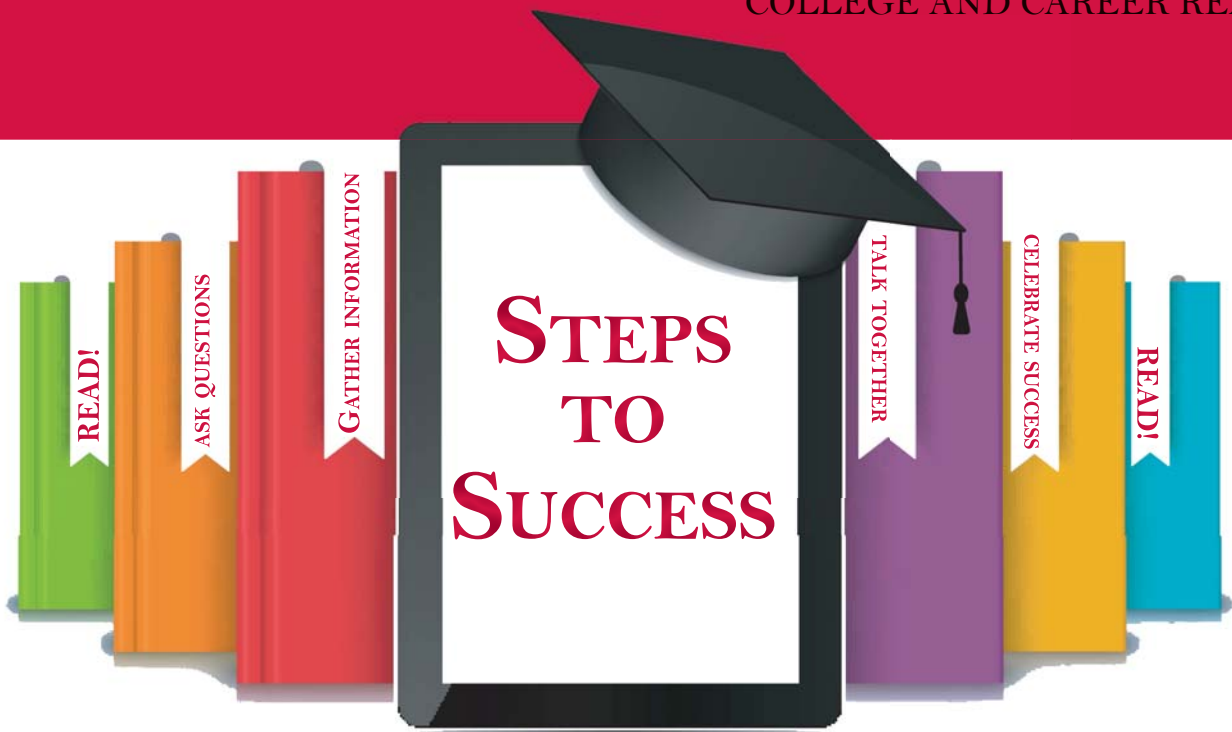


SOUTH CAROLINA STANDARDS

COLLEGE AND CAREER READY



Family-Friendly Guide for High School English Language Arts


There is the stress of settling into high school, the pressure of selecting courses, and the anxiety of choosing a career or college. High school has all that drama and more. Parents, this is not the time to retreat from involvement in school. Students with active parents have an easier time handling the challenges of high school. To get your child ready for life after high school, the *South Carolina College- and Career-Ready Standards* emphasize the evaluation of intricate arguments and real-world problems. High school students read complex written materials of steadily increasing sophistication. They are expected to produce high quality writings under tight deadlines.



STEPS TO SUCCESS

This document is designed to:

- Provide examples of the standards, skills, and knowledge your child will learn in English language arts and should be able to do upon exiting high school
- Suggest activities on how you can help your child at home
- Offer additional resources for information and help



Log on to the SC Department of Education website, <http://ed.sc.gov/instruction/standards-learning/>, for the complete standards.

LEARN ABOUT THE STANDARDS

The *South Carolina College- and Career-Ready Standards for English Language Arts* (ELA):

- Outline the knowledge and skills students must master so that, as high-school graduates, they have the expertise needed to be successful in college or careers.
- Provide a set of grade-level standards, “stair steps,” based on the previous grade’s standards which serve as the foundation for the next grade.
- Ensure that no matter where a student lives in South Carolina, the expectations for learning are the same.

Human knowledge now doubles about every three years. Therefore, revision of South Carolina’s standards occurs periodically to respond to this growth of knowledge and increase of needed skills so our students will be ready for college or jobs. The *Col-*

lege- and Career-Ready Standards prepare students for dealing with the growing mass of information by not only emphasizing content knowledge but by also stressing the skills of reasoning, analyzing data, and applying information to examine and solve situations.

South Carolinians developed these academic standards for South Carolina’s children. The ELA standards are aligned with the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect (See http://sccompetes.org/wp-content/uploads/2016/01/Profile-of-the-South-Carolina-Graduate_Updated.pdf.) Developed by business leaders, the *Profile* is approved by the South Carolina Chamber of Commerce and is endorsed by the Superintendents’ Roundtable, as well as South Carolina’s colleges and universities. The *Profile* demands world-class knowledge and skills, emphasizes critical thinking and problem solving, communication, and interpersonal skills.

ENGLISH LANGUAGE ARTS IN HIGH SCHOOL

INQUIRY AND INVESTIGATION

High-school students are challenged to analyze and evaluate extensively what they read and investigate. They conduct several research projects using multiple sources. They interpret and assess the validity and accuracy of their sources. These **Steps to Success** include:

Middle School	High School
<ul style="list-style-type: none"> • Develop questions to broaden thinking about an idea and direct additional study • Demonstrate that patterns of evidence lead to certain conclusions. Critically review them and acknowledging other views. • Develop questions based on evidence, give explanations, propose conclusions, but consider other viewpoints • Gather information from many sources and evaluate each for perspective, validity, and bias • Assess the process of investigation and anticipate and overcome obstacles. Reflect on the comprehensiveness of the inquiry. 	<ul style="list-style-type: none"> • Develop and refine questions. Revisit and refine questions again, as research moves along on an idea, to direct inquiry for learning, and for deeper understanding. • Analyze ideas and information from many sources. Develop questions, propose interpretations, and consider alternative views and perspectives. • Gather information from many sources and evaluate each for perspective, validity, and bias • Organize and synthesize relevant ideas to deepen understanding, communicate learning, and identify implications for further study • Analyze the investigation process to evaluate and revise the research plan and strategies. Address misconceptions and apply learning to future inquiries.

ENGLISH LANGUAGE ARTS IN HIGH SCHOOL

WRITING

High-school students must produce high quality writings that are error-free and feature varied sentence structure. They are able to improve their writing over several drafts, if needed, and consult references for style and grammar help. High school students have established their own writing styles suited to the tasks. These **Steps to Success** include:

Middle School	High School
<ul style="list-style-type: none">• Write arguments that introduce opposing claims and provide evidence and data for each from multiple reliable sources• Develop the topic with well-chosen facts, details, and quotations. Follow a standard format for citation of sources.• Further develop a style and tone appropriate to the writing purpose• Plan, revise, and edit to improve writing• Write frequently and at length on both fiction and non-fiction topics• Write and research at length using the computer	<ul style="list-style-type: none">• Write arguments that introduce a clear and well-informed claim. Establish the significance of the claim and outline the counterclaims.• Develop the topic with relevant, credible sources for the claim and counter claims. Outline the strengths and weaknesses of the claims.• Maintain a formal style and objective tone. Follow a standard format for citation of sources.• Plan, revise, and edit through numerous drafts to improve writing• Write frequently, routinely, and at length on both fiction and non-fiction topics• Write and research at length using the computer



ENGLISH LANGUAGE ARTS IN HIGH SCHOOL

COMMUNICATION

High-school students are able to scrutinize the accuracy and credibility of information presented in texts and in presentations. They interpret what is stated or read and support their conclusions with details and evidence. These **Steps to Success** include:

Middle School	High School
<ul style="list-style-type: none">• Connect the ideas of several speakers and provide ideas, evidence, and observations in a discussion• Consider new ideas and different opinions in developing views. Justify view based on the evidence given.• Analyze and evaluate the credibility and accuracy of information and findings• Determine the effectiveness of a speaker's argument. Evaluate the reasoning on the sufficiency of the evidence and whether irrelevant evidence was used.	<ul style="list-style-type: none">• Analyze the development of related themes across a variety of texts. Cite evidence to support the analysis and provide an objective summary.• Analyze how literary texts and media indirectly refer to themes and models from historical and cultural traditions• Evaluate several texts to develop a theory regarding the authors' use of structure, plot, and manipulation of time. Cite support from the texts.• Analyze how an author's choices of structure, order of events, and manipulation of time create different effects• Read often and at length to improve vocabulary. Learn about style and enjoy the stories.



ENGLISH LANGUAGE ARTS IN HIGH SCHOOL

READING FOR ENJOYMENT AND ENRICHMENT

High-school students can think abstractly and need few concrete examples to understand intricate thought patterns as they analyze characters and plots. They must evaluate how complex ideas interact and develop within a story or book and the manner in which they influence meaning. These **Steps to Success** include:

Middle School	High School
<ul style="list-style-type: none">• Compare a portrayal of a place or character to an historical account to understand how authors use or alter history for effect• Determine the theme(s) and analyze the development. Provide a summary.• Analyze how a modern work of fiction draws on themes or character types from myths or traditional stories. Describe how the material is presented in a new way. Analyze the author's choice of structures (parts of the story and how the reader encounters them) and draw conclusions about how they influence meaning.• Read often and at length to improve vocabulary. Learn about style and enjoy the stories.	<ul style="list-style-type: none">• Analyze the development of related themes across a variety of texts. Cite evidence to support the analysis and provide an objective summary.• Analyze how literary texts and media indirectly refer to themes and models from historical and cultural traditions• Evaluate several texts to develop a theory regarding the authors' use of structure, plot, and manipulation of time. Cite support from the texts.• Analyze how an author's choices of structure, order of events, and manipulation of time create different effects• Read often and at length to improve vocabulary. Learn about style and enjoy the stories.





READING FOR INFORMATION

High-school students evaluate arguments and evidence to assess whether the reasoning is valid and the evidence sufficient. They must back up their own decisions with evidence and details and note any inconsistencies in thinking. These **Steps to Success** include:

Middle School	High School
<ul style="list-style-type: none"> • Cite the evidence that most strongly supports an analysis of what the text says, both stated clearly and hinted at • Determine an author’s perspective or purpose. Analyze how the author acknowledges or responds to conflicting evidence or viewpoints. • Analyze and evaluate the claims made in a text. Assess whether the reasoning is sound and the evidence is sufficient. 	<ul style="list-style-type: none"> • Investigate different supported interpretations in areas where the text leaves the meaning uncertain. Cite textual evidence to support synthesis of interpretations. • Determine an author’s point of view or purpose in a text in which the rhetoric is effective. Analyze how the style and content contribute to the persuasiveness or beauty of the text. • Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing

LEARNING AT HOME

Your child may be more independent at this age, but your support and help are needed still for success in high school. Be informed about school assignments and timelines and know when help is needed with specific skills. Here are some suggestions for things to do at home to help your teen learn:

- Continue to show your own interest in reading. Students this age still take cues from adults, even though they would never admit it.
- Check out two copies of the same book with your teen. Set aside a time for reading and discussing the book. Discuss what you have been reading as you go about the day's activities.
- Make sure your teen gets enough sleep. Homework and extra activities can interfere with the time your teen goes to bed. Teenagers need more than the usual seven to eight hours of rest. Lack of sleep impacts academic success, attitude, and health.
- Turn off the video games, TV, smart phone, and radio during homework time. Teens don't need the distractions while studying. Try to give your teen a quiet spot to work.



ADDITIONAL INFORMATION

- A good reference site for the writing process, mechanics, grammar, and punctuation (also a useful review for parents): <https://owl.english.purdue.edu/owl/section/1/>. The site is for college students, but high school students and parents can benefit from its clear explanations.
- Check out <http://www.readwritethink.org/parent-afterschool-resources/> for a variety of games and help with resumes, starting a blog, writing service announcements and setting up a wiki.
- Help for parents and teens on high school academics and social changes: <http://www.schoolfamily.com/high-school>.
- *Guide to Grammar and Writing* is a website by Capital Community College Foundation of Connecticut with help on many areas of writing and grammar: <http://grammar.ccc.commnet.edu/grammar/>.
- *Knightcite* from the Hekman Library at Calvin College has a form that creates a citation in *MLA*, *APA*, or *Chicago Manual of Style* formats <http://www.calvin.edu/library/knightcite/>. Just type the information in the blanks.
- Start research at the Free Library, an online source for documents, periodicals, and books: <http://www.thefreelibrary.com/>.



A publication of SC Department of Education
(www.ed.sc.gov)

SC Education Oversight Committee
(www.eoc.sc.gov)

