

Family

Friendly

GUIDE FOR ENGLISH 3

English Language Arts

Students entering English 3 are demonstrating and refining critical thinking skills and problem solving skills. English 3 students should be **proficient readers, writers, and communicators**.

English 3 students are introduced to satire and evaluate author's craft across a variety of fiction, literary nonfiction, poetry, and drama texts from across cultures, places, and time periods. They also read expository, persuasive, and informational texts. As part of their close examination of text, English 3 students will evaluate the effectiveness of an author's reasoning, rhetoric, and use of information in informational texts, while also evaluating how an author can make a text more effective.

English 3 students conduct shorter and more sustained research to answer questions or solve problems, such as identifying available college and career opportunities. They write shorter and longer narratives, arguments, and informational texts. In narrative writing, students continue to incorporate the narrative mode within other modes of writing to introduce an idea and/or support a claim.

Additionally, students practice speaking professionally, such as in preparation for interviews and within college or career environments.

By the end of the school year, English 3 students are expected to demonstrate proficiency of the grade-level indicators with independence.

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 English 3.
- 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](#), for the complete standards.

The 2023 South Carolina College and Career-Ready English Language Arts (ELA) Standards:

- Outline the knowledge and skills students must master to be successful in college, career, or the military.
- Provide a set of grade-level indicators that are built on the previous grades' learning.
- Guarantee that no matter where a student lives in South Carolina, the expectations for learning are the same.
- Align to the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect.

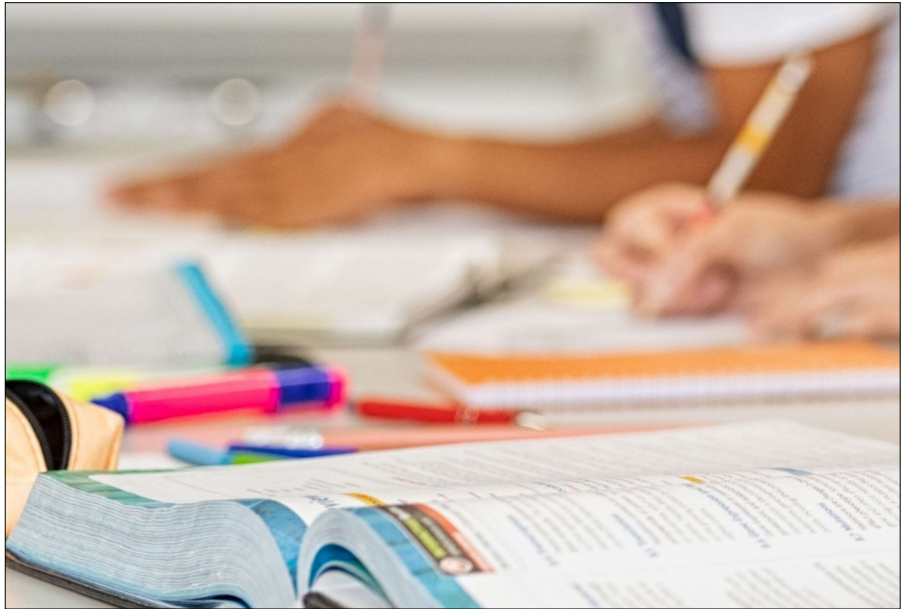


OVERARCHING EXPECTATIONS

The ELA Overarching Expectations (OE) capture expectations of students as readers, writers, and communicators over the course of K-12 ELA education.

In English 3, students should:

- **independently choose** appropriate texts for reading and writing purposes, selecting materials that support their goals.
- **develop skills** to locate information from both print and online sources with increasing independence.
- **compare the effectiveness** of presenting ideas across various media formats, such as books, videos, and websites.
- **analyze** how different features in multimedia texts influence their meaning and interpretation.
- **use information from texts** to draw conclusions and support their ideas, engaging in collaborative discussions to deepen understanding and achieve common goals, while citing sources appropriately according to academic standards.



FOUNDATIONS OF LITERACY

The Foundations of Literacy (F) strand contains four standards that help students build fundamental skills to be successful in reading, writing, and communicating. These standards outline how a student learns to read, spell, and write.

There are no Foundations of Literacy standards or indicators for English 3.

APPLICATIONS OF READING

The Applications of Reading (AOR) strand has ten standards. It shows the reading skills and ideas all students must learn to become successful readers who can think carefully about different kinds of texts.

In English 3, students should:

- analyze how story elements such as setting, characters, dialogue, and figurative language contribute to the meaning of a text and explain the relationship between these elements.
- review the development of universal themes and ideas in a text, discussing the effectiveness of their progression.
- assess the appropriateness of an author's perspective and use of satire in relation to their writing style and the text's meaning.
- evaluate how an author's viewpoint and purpose align with their writing style and language choices in informational texts, explaining their impact on style and rhetoric.
- examine how authors utilize text structures, word choice, and sentence structure to enhance their writing, beyond merely expressing an opinion, and discuss the effectiveness of these choices.

RESEARCH

The Research (R) standard and indicators support students in learning the processes of inquiry, investigation, and drawing conclusions on a wide variety of topics.

In English 3, students should:

- conduct research of varying lengths to address inquiries or resolve issues.
- utilize a diverse range of sources to address self-generated questions.
- refine the focus of their research to align with the topic, purpose, and audience.
- assess the credibility and relevance of the sources they use.
- evaluate research findings for their relevance to the study and its objectives, then organize and present them logically.

COMMUNICATIONS

The Written and Oral Communications (C) strand is organized into nine standards and describes the skills required to effectively communicate ideas, information, arguments, and stories through writing, speaking, and presenting.

In English 3, students should:

- construct persuasive arguments supported by evidence and reasons.
- compose informative pieces that provide comprehensive explanations with detailed descriptions.
- craft narratives within other modes of writing (argumentative and informative), employing effective storytelling techniques to engage readers.
- demonstrate proficiency in punctuation and capitalization, incorporating a variety of sentence structures.
- edit and revise their work using both print and digital resources to ensure correctness and suitability for the intended audience and purpose.



HOW TO SUPPORT YOUR LEARNER AT HOME



By working together, parents and educators can ensure students have a successful learning experience. Below, you will see ways to work with your learner at home to support learning at school. Staying in communication with your child's teacher and knowing whether help is needed with specific skills is an important way to help support your learner.

Overarching Expectations:

- **Vary the Purpose for Reading and Writing:** Encourage your student to read regularly for both academic purposes and personal enjoyment by exploring various types of texts including fiction, non-fiction, podcasts, documentaries, and visual performances. Provide access to a diverse range of reading materials and discuss their choices. Support your student in selecting appropriate texts that align with their purpose for reading, whether it's for research, analysis, or enjoyment. Provide opportunities for your student to express themselves through different forms of writing, such as essays, poetry, journaling, or creative fiction.
- **Do a Weekly Review:** Consider having your English 3 student give a weekly recap of all that was learned at school. Have your student summarize, compare and contrast, or breakdown (analyze) the text for meaning using a visual (graphic) organizer.

Applications of Reading:

- **Discuss How Writers Improve Meaning:** English 3 students read several literary texts including historical fiction, contemporary fiction, myths, allegories, parodies, monologues, short stories, novels, and graphic novels. To support your student, have them read to or with you. Engage your student in discussions about various literary elements including setting, character, and figurative language. Guide your child to go beyond opinions by explaining why and how certain literary elements, perspectives, and figurative language are successful in producing meaning, considering their impact on the reader's understanding and interpretation.
- **Discuss How Writers Develop Central Ideas:** Try asking your student for the central idea made in a popular podcast, newspaper article, or video clip. Ask your student to identify what details (e.g., facts, statistics, expert testimony) the author or creator provides that help build the central idea.

Research:

- **Encourage Critical Thinking through Source Evaluation:** Help your student explore a diverse range of sources, including books, scholarly articles, reputable websites, interviews, and primary documents. Encourage critical thinking by discussing the strengths and limitations of different sources and how they contribute to the overall understanding of the topic.
- **Organizing Findings:** Encourage your student to develop and use effective organization strategies such as outlines or concept maps to structure research findings. Consider providing examples to help them get started.
- **Identifying Patterns:** Support your student in analyzing their research findings to determine their relevance and significance in addressing a chosen research question. Encourage them to identify patterns, trends, and key insights that emerge from the data or information gathered.

Communications:

- **Creative Writing:** Foster your student’s creativity by encouraging them to experiment with different narrative techniques and storytelling styles. Support them in developing engaging characters, settings, and plots, whether real or imagined. Provide opportunities for your student to share their stories with others and receive feedback to refine their narrative techniques.
- **Writing for College, Career, and Military Readiness:** As your learner begins to explore their next steps after graduation, encourage them to practice writing in ways that will prepare them for college, career, and/or military readiness (e.g., resumes, professional emails, and personal statements).
- **Giving and Evaluating Opinions:** Foster open discussions at home where your student can express their opinions on various topics. Encourage them to listen actively to others' viewpoints and respectfully engage in dialogue. Teach your student to evaluate presentations critically, considering factors such as clarity of message, appropriate use of media, and logical reasoning.

ASSESSMENT

Your student will be assessed in various ways throughout the school year. In the classroom, your student will participate in informative, interim, and summative assessments. Your student's teacher can help support your understanding of these classroom-level assessments.

ADDITIONAL INFORMATION

- To access a variety of support and supplemental documents for the 2023 SC CCR ELA Standards, visit the [SCDE ELA Instructional Resources Page](#).
- Consider using the [glossary](#) to support understanding of any unknown words within the Family Friendly ELA Standards.
- Go to your [public library](#) for books and/or DVDs for learning and fun. Let your child get his/her own library card.
- Consider selecting books that have won the [Caldecott Award](#) or [Newbery Award](#), and browse the [SC Picture Book Award](#) winners and [SC Children’s Book Award](#) winners.
- For more information about special services, visit the Office of Special Education Services [here](#).
- For more information about Federal Education programs, click [here](#).