

Family Friendly

GUIDE FOR ENGLISH 4

English Language Arts

Students entering English 4 are **demonstrating critical thinking skills, problem-solving skills, and creativity**. They are efficient readers, writers, and communicators, and communicate through a variety of modes to analyze, evaluate, and critique the structure, tone, and techniques of various types of print and multimedia texts.

English 4 learners read a variety of fiction, literary nonfiction, poetry, and drama from across cultures, places, and time periods. They also have refined research skills, including evaluating and critiquing the validity and credibility of a variety of primary and secondary sources, to prepare them for the various demands of college and/or a career.

They write shorter and longer arguments as well as informational texts. In narrative writing, they continue to incorporate the narrative mode within other modes of writing to introduce an idea and/or support a claim.

They are provided with multiple opportunities to speak and present information to groups and individuals. Additionally, they practice speaking professionally, such as for interviews and within college or career environments.

By the end of the school year, English 4 students are expected to demonstrate proficiency of the ELA standards and be college or career ready.

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 4 grade.
- 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 4, 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 4.

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 4, students should:

- assess how various story elements, including setting, characters, dialogue, events, perspective, and figurative language, contribute to the text's meaning and suggest potential improvements.
- evaluate the development of main ideas in historical speeches and essays, proposing enhancements to strengthen these ideas.
- examine how an author's perspective aligns with the literary style, particularly regarding the use of understatement.
- compare and contrast texts on the same topic by authors with differing opinions and critique their persuasive language.
- analyze an author's use of words, phrases, and text structures in creating their text, proposing alternative choices for improved effectiveness.

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 4, students should:

- conduct research of varying lengths to address questions or issues by formulating their own inquiries and utilizing diverse sources.
- adapt their research focus depending on the subject matter, purpose, and intended audience.
- evaluate the reliability and relevance of the sources they utilize in their research.
- scrutinize their research findings to determine their applicability to the topic and purpose of their study.
- organize and present their research findings in a coherent manner that aligns with the objectives of their research and the expectations of their audience.

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 4, students should:

- construct persuasive arguments supported by evidence and reasoning to uphold a claim.
- compose comprehensive informative texts that delve deeply into a subject, providing detailed explanations.
- craft narratives within other modes of writing (argumentative and informative), employing effective storytelling techniques to engage readers.
- demonstrate proficiency in grammar and punctuation, rectifying sentence fragments, run-on sentences, and utilizing resources for editing grammar and formatting across various writing genres.
- revise their writing to enhance clarity and alignment with the intended audience, purpose, and task, and they will adeptly present ideas across different formats to engage varied audiences.



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:

- **Diversified Literacies:** Encourage your student to read extensively by providing access to a diverse range of reading materials such as novels, essays, articles, and poetry. Expose your child to a variety of multimedia sources, including books, documentaries, podcasts, and online articles, to enhance their literacy skills across different platforms. Encourage critical thinking by discussing how ideas and topics are presented differently across various media formats.
- **Encourage Knowing Current Affairs:** Encourage your student to watch the news, an interview, or listen to podcasts discussing current affairs. Talk to them, find out what they think, and have them defend their opinions
- **Request a Rubric and Sample:** When your student has to work on a major or extended assignment, ask for an exemplar and/or rubric from the teacher. Help your student use the exemplar and/or rubric to produce quality work that meets or exceeds expectations.

Applications of Reading:

- **Discuss How Writers Improve Meaning:** English 4 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. Pay attention to and discuss how the author creates and improves meaning with literary elements, perspectives, and figurative language. Encourage them to explore alternative character developments, settings, or descriptive details that could strengthen the narrative.
- **Convince Me:** Gather a variety of advertisements from different sources, choosing ads that represent various products or services and target different demographics. Have your student examine each advertisement individually. Encourage them to consider the following questions:
 - Who is the target audience for this ad?
 - What product or service is being promoted?
 - What emotions or desires does the ad appeal to?
 - What persuasive techniques are used (e.g., celebrity endorsements, testimonials, emotional appeal)?
 - Which are you most convinced to buy or use? Why?

Research:

- **Double Check Research Sources:** It is vital for students to evaluate sources for credibility and relevance. Help your student check print and digital sources to see if the included information is useful for the assignment in question (relevance), check the source to see if the information is written by an author or company that has studied the subject for some time and published other works as well (authority), and check the source to see if the information matches the purpose of the research or writing (purpose).
- **Encourage Diverse Reading Habits:** Foster a habit of reading diverse materials with your student, including books, articles, research papers, and credible online sources. Discuss with your student the importance of considering multiple perspectives and sources when investigating a topic, and encourage them to explore resources from various viewpoints.

Communications:

- **Family Day Out:** Consider visiting an art museum to see a featured exhibit or take a tour to a heritage or cultural site. Have your student write an informative or expository piece on a topic or subject observed on the trip. This may require them to do additional research, but the goal is to have your student consider a topic/subject and make it clear by describing it in detail. In fact, your student could write summary paragraphs, multi-paragraph essays, text-dependent writing, or a creative piece.
- **Writing Improvement:** Encourage your student to revise their writing with a focus on improving clarity and enhancing style to suit the intended audience, purpose, and task. Model effective revision strategies by providing feedback on their drafts and discussing ways to strengthen their arguments, organization, storytelling techniques, and/or language use.
- **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).

ASSESSMENT

Your student will be assessed in various ways throughout the school year. In the classroom, your student will participate in teacher-created formative assessment, interim assessments, and activities and classroom 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](#).