

Essentials of English I

Essentials of English I emphasizes English Language Arts literacy concepts that are aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work. The integrated model of literacy for this course will focus on inquiry, analysis and communication to explore literary, informational, and non-print text.

Standard		Competency Goals
<i>INQUIRY-BASED LITERACY</i>		
<p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p>	(1)	<ol style="list-style-type: none"> 1. Use personal learning strategies to gain meaning from written material. 2. Determine when more information is needed and ask appropriate questions in a variety of situations when interacting with a variety of texts, media, and modalities. 3. Identify when more information is needed and use references, navigate libraries, use technology etc. to locate information.
<p>Standard 2: Transact with text to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p>		<ol style="list-style-type: none"> 1. Read to gain information needed in daily living. 2. Read and comprehend information from a variety of text. 3. Identify alternative and multiple perspectives in a text. 4. Identify multiple perspectives in real-life situations. 5. Follow simple oral and written directions given in a variety of situations.
<p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p>		<ol style="list-style-type: none"> 1. Gather needed information from a variety of sources. 2. Identify and use various sequential patterns to organize information.

<p>Standard 4: Synthesize information to share learning and/or take action.</p>		<ol style="list-style-type: none"> 1. Use a variety of sources to obtain information needed for a variety of purposes... daily life activities, employment, training, leisure interests. 2. Use information obtained from a variety of sources to take action for a variety of purposes to include daily life activities, employment activities, educational activities, leisure activities, social activities. 3. Use technology to share information learned from text with others.
<p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p>		<ol style="list-style-type: none"> 1. Use information obtained from text to guide the development of personal and educational goals and plans to reach those goals. 2. Use feedback to guide the process of creating and working toward goal-setting. 3. Reflect upon goals and plans to determine if plans must be revised. 4. Reflect upon goal setting and plans to determine if more information is needed.
READING LITERARY TEXT		
<p>Standard 1: Demonstrate understanding of the organization and basic features of print.</p>	(RL)	<ol style="list-style-type: none"> 1. Identify and use sequential patterns of text to organize information. 2. Indicate title, author, illustrator, chapters in a literary text.
<p>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</p>		<ol style="list-style-type: none"> 1. Follow multiple step oral directions. 2. Use appropriate vocabulary in speaking in a variety of settings. 3. Demonstrate the basic conventions of standard English. 4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, and leisure.

<p>Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>		<ol style="list-style-type: none"> 1. Increase reading fluency through word study. 2. Identify accommodations needed in accessing text and use accommodations with fidelity.
<p>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</p>		<ol style="list-style-type: none"> 1. Increase fluency through word study. 2. Identify accommodations needed in accessing text and use accommodations with fidelity. 3. Access and use accommodations embedded in technology when reading on a device.
<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p>		<ol style="list-style-type: none"> 1. Cite details from a text to support a conclusion. 2. Can recount key details of a story and refer to details and examples within a text to draw inferences. 3. Make a prediction about a given situation based on known information from text.
<p>Standard 6: Summarize key details and ideas to support analysis of thematic development.</p>		<ol style="list-style-type: none"> 1. Can determine themes or central ideas of text and provide basic summaries of text.
<p>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media formats and in visual, auditory, and kinesthetic modalities.</p>		<ol style="list-style-type: none"> 1. Compare/contrast ideas or topics in multiple media formats. 2. Make connections between text and real life experiences based on learning styles.
<p>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p>		<ol style="list-style-type: none"> 1. Can determine how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; understand how context influences plot, settings, and characters.
<p>Standard 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.</p>		<ol style="list-style-type: none"> 1. Determine the meaning of figurative language in a text and in conversations. 2. Make inferences when reading to determine the meaning of various phrases in text, format, and tone.
<p>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words,</p>		<ol style="list-style-type: none"> 1. Use context clues to determine the meanings of words and phrases.

phrases, and jargon; acquire and use general academic and domain-specific vocabulary.		<ol style="list-style-type: none"> 2. Use references such as a dictionary or online resources to determine word meanings.
Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.		<ol style="list-style-type: none"> 1. Identify an author's point of view in a text. 2. Identify a speaker's point of view in a conversation, argument, or oral presentation.
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.		<ol style="list-style-type: none"> 1. Identify different effects in a literary text (i.e. mystery, tension, etc.) and cite evidence from the text to support the identification of the effect.
Standard 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.		<ol style="list-style-type: none"> 1. Use accommodations to access a text to read independently for a sustained period of time. 2. Engage in small-group reading. 3. Read and respond to increasingly challenging levels of text. 4. Select and read a wide variety of print and digital materials.
READING INFORMATIONAL TEXT	(RD)	
Standard 1: Demonstrate understanding of the organization and basic features of print.		<ol style="list-style-type: none"> 1. Use organizational structures, such as guide-words, table of contents, index...to locate needed information. 2. Identify types of reference text and their purposes. 3. Identify types of text and their purposes. 4. Use reference text to locate information about a topic.
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.		<ol style="list-style-type: none"> 1. Follow multiple step oral directions. 2. Use appropriate vocabulary in speaking. 3. Demonstrate the basic conventions of standard English. 4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, leisure, and employment. 5. Answer questions presented orally with

		relevant information, using appropriate vocabulary and demonstrating the basic conventions of standard English.
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.		<ol style="list-style-type: none"> 1. Increase reading fluency through word study. 2. Identify accommodations needed in accessing text and use accommodations with fidelity.
Standard 4: Read with sufficient accuracy and fluency to support comprehension.		<ol style="list-style-type: none"> 1. Increase fluency through word study. 2. Identify accommodations needed in accessing text and use accommodations with fidelity. 3. Access and use accommodations embedded in technology when reading on a device.
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.		<ol style="list-style-type: none"> 1. Read and comprehend various informational text. 2. Use evidence from an informational text to make a prediction. 3. Identify the purpose of a given informational text (i.e. instructions, guide, reference, learning, persuasive, etc.).
Standard 6: Summarize key details and ideas to support analysis of central ideas.		<ol style="list-style-type: none"> 1. Recognize main idea in written, oral, and visual formats. 2. Summarize information given in written, oral, or visual formats. 3. Identify and use various sequential patterns to organize information.
Standard 7: Research events, topics, ideas, or concepts through multiple media formats and in visual, auditory, and kinesthetic modalities.		<ol style="list-style-type: none"> 1. Read to gain information from various media formats needed for daily living based on learning styles. 2. Read to gain information from various media formats for community participation. 3. Read to gain information from various media formats related to choice-making in interests and preferences. 4. Identify appropriate sources to locate specific

<p>Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p>		<p>information related to self-advocacy.</p> <ol style="list-style-type: none"> 1. Can determine the meaning of figurative, connotative, or technical words and phrases in a text. 2. Use references and technology to determine the meanings of words and phrases in texts.
<p>Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>		<ol style="list-style-type: none"> 1. Use context clues to determine the meanings of words and phrases in text and in conversations. 2. Explain the definitions of terms related to daily living. 3. Explain the definitions of terms related to community. 4. Explain the definitions of terms related to choice-making and topics of interests.
<p>Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.</p>		<ol style="list-style-type: none"> 1. Identify an author's or speaker's point of view. 2. Identify details that support an author's or speaker's point of view.
<p>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</p>		<ol style="list-style-type: none"> 1. Identify how an author's claims are supported with evidence in a text.
<p>Standard 12: 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.</p>		<ol style="list-style-type: none"> 1. Use accommodations to access an informational text to read independently for a sustained period of time. 2. Engage in small-group reading. 3. Read signs, labels, menus, recipes, advertisements, coupons, etc. 4. Read schedules, calendars, agendas. 5. Read and respond to increasingly challenging levels of informational text. 6. Read and follow instructions for completing daily living tasks.

		<ol style="list-style-type: none"> 7. Read and follow instructions for completing leisure tasks. 8. Read and follow instructions in the community. 9. Read and follow instructions for completing a variety of forms to include those related to daily living, the community, and employment. 10. Select and read a wide variety of print and digital materials. 11. Read to proof and revise written work.
<p>WRITING*</p> <p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p>	(W)	<ol style="list-style-type: none"> 1. Use appropriate vocabulary in writings, speaking, and presenting. 2. Write to communicate an opinion or preference clearly with evidence. 3. Use appropriate vocabulary to clearly express an opinion or preference with evidence (verbally and/or in writing).
<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>		<ol style="list-style-type: none"> 1. Write goals for the future that reflect personal strengths and interests/preferences. 2. Write a plan to reach a goal. 3. Use technology to produce informative/explanatory documents. 4. Collect information from a variety of resources and use it to create a written document.
<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>		<ol style="list-style-type: none"> 1. Write narratives about real-life experiences. 2. Write narratives about hopes and dreams for the future. 3. Organize written information sequentially. 4. Demonstrate effective oral communication in

		<p>a variety of settings (formal, informal, school).</p> <ol style="list-style-type: none"> 5. Use technology to produce narrative documents.
<p>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		<ol style="list-style-type: none"> 1. Use the basic conventions of standard English. 2. Write using complete sentences. 3. Answer questions/fill in blanks on a variety of forms using basic conventions of standard English.
<p>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		<ol style="list-style-type: none"> 1. Write complete sentences using correct capitalization, punctuation, and spelling. 2. Identify and use accommodations for writing using basic conventions of standard English.
<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>		<ol style="list-style-type: none"> 1. Write to complete a variety of forms for daily living, community activities, employment activities, and leisure activities. 2. Use technology to write for a variety of purposes (i.e. to communicate with others, to share information on chosen social media sites, to search for information). 3. Write appointments and events. 4. Write in a print or digital agenda to organize tasks for personal, educational, or employment purposes. 5. Communicate by electronic communication devices. 6. Identify and use appropriate individual accommodations to write for a variety of purposes. 7. Write personal data. 8. Write a letter, address an envelope. 9. Write emails for various purposes. Use

COMMUNICATION		I	
<p>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.</p>			<p>standard conventions of English in emails.</p> <ol style="list-style-type: none"> 1. Use standard conventions of English to self-advocate preferences, interests, wants, needs to others. 2. Engage in conversations with peers using appropriate language. 3. Take turns appropriately in conversation 4. Communicate by telephone using. Appropriate phone etiquette and standard conventions of English (talk and text). 5. Demonstrate appropriate tone, volume, inflection, enunciation, pronunciation, eye contact, and body language when communicating with others (If needed, identify and use accommodations to demonstrate this skill).
<p>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>			<ol style="list-style-type: none"> 1. Clearly communicate a narrative of events that have happened or events that may happen. 2. Clearly communicate goals (educational, community experiences, leisure, and employment). 3. Clearly communicate feelings to others in an appropriate manner (i.e. anger, sorrow, confusion, happiness). 4. Demonstrate effective oral communication in personal situations.
<p>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p>			<ol style="list-style-type: none"> 1. Communicate using various modalities such as verbally, written, electronically. 2. Identify and use appropriate accommodations for the clear communication of one's thoughts.

<p>Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audiences and convey messages.</p>		<ol style="list-style-type: none"> 1. Make inferences when listening to the words of others. 2. Identify the point of view of a speaker. 3. Use effective listening and viewing skills in a variety of situations. 4. Expand vocabulary through listening. 5. Demonstrate effective listening skills by following directions with accuracy. 6. Select and listen to a variety of non-print and/or electronic materials.
<p>Standard 5: Incorporate craft techniques to engage and impact audiences and convey messages.</p>		<ol style="list-style-type: none"> 1. Identify appropriate topics and strategies for communication for a given audience. 2. Use appropriate vocabulary for different settings (ex. School/work vs. home/leisure). 3. Identify appropriate modality for communicating with an individual or audience (ex. Should one call or email? Talk in person?).