

Family Friendly

GUIDE FOR ENGLISH 1

English Language Arts

Students entering English 1 are further developing **critical thinking skills, problem-solving skills, and creativity.**

English 1 students closely read a variety of rich and challenging texts while demonstrating the ability to analyze the techniques writers use within print and multimedia texts. As part of close examination of the author's craft, they analyze how an author's rhetoric contributes to the effectiveness of a text.

They are introduced to an author's use of allusion, universal theme, and situational and dramatic irony. English 1 students read a variety of fiction, literary nonfiction, poetry, and drama from across cultures and time periods. They read expository, persuasive, and informational texts.

English 1 students write shorter and longer narratives, arguments, and informational texts. In all modes of writing, the focus is on choosing a tone and style that is appropriate for their audience.

English 1 students also participate in academic discussions and communicate appropriately to a variety of audiences while considering new ideas and diverse perspectives of others.

By the end of the school year, English 1 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 1.
- 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 1 grade, 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 1.

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 1, students should:

- analyze how various elements of a story contribute to its meaning and interest, including characters, language, and universal themes.
- evaluate how an author's perspective adds humor and unexpected twists to a story, enhancing its engagement.
- examine the purposeful choices authors make in informational texts to effectively convey their messages.
- analyze the use of language and writing techniques employed by authors to craft compelling texts.
- demonstrate comprehension by summarizing key aspects of texts in their own words, employing strategies to understand unfamiliar words or phrases, and recognizing the impact of different types of language and media on audience understanding.

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 1, students should:

- research information using various sources, ensuring relevance to their inquiry.
- formulate clear research questions aligned with their learning objectives.
- evaluate the credibility and relevance of sources used in their research.
- discern the importance and usefulness of gathered information in addressing their research questions or problems.
- organize gathered information logically and cite sources properly to avoid plagiarism and acknowledge the contributions of others.

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 1, students should:

- construct arguments supported by reasons and evidence.
- compose informative pieces that provide thorough explanations using relevant facts, quotes, and examples.
- create engaging narratives employing effective storytelling techniques.
- demonstrate intentional writing choices, including adherence to grammar rules and varied sentence structures.
- collaborate with peers, respect diverse perspectives, and critically evaluate presented information for biases.



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:

- **Discuss Books:** Encourage your student to read aloud to and with you. Listen carefully to ask them questions that cause them to suggest, assume, or infer answers and make conclusions. Most importantly, have them explain why they believe their answers are correct. They should provide evidence such as direct quotes from the text to support their inferences and conclusions.
- **Promote Independence:** Empower your student to independently seek information from both print and digital sources. Encourage them to utilize library resources, online databases, and credible websites to enhance their research skills. Provide guidance on evaluating the reliability and relevance of sources to ensure accurate and comprehensive information retrieval.
- **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.

Applications of Reading:

- **Analyze Multimedia Presentations:** Make a plan to watch a multimedia presentation together. Encourage your student to analyze how pictures, videos, and other forms of media contribute to understanding ideas. Discuss the effectiveness of the presentation on different audiences.
- **Explore Key Elements:** Have your student read to or with you. Encourage your student to pay attention to the characters and descriptive language in the stories they read. Discuss how these elements make the story more meaningful and engaging.
- **Sum Up Big Ideas:** Have your student read a few documents (such as letters or emails) and sum up the most important ideas in his/her own words.

Research:

- **Utilize Various Sources:** Encourage your student to explore different resources such as textbooks, library books, reputable websites, academic journals, and databases when conducting research. For instance, if they're working on a history project, they can use textbooks, historical documents, and credible online archives to gather information about their topic.
- **Organize Information Effectively:** Guide your student in organizing the information they collect in a structured manner. They can use techniques such as creating outlines, concept maps, or note cards to categorize and arrange their findings. For example, they could organize information about different aspects of a historical event into chronological order or thematic categories.

Communications:

- **Encourage Creative Storytelling:** Foster your student's creativity by encouraging them to write stories that depict real or imaginary experiences using engaging storytelling techniques. Offer feedback and encouragement to help them improve their narrative skills.
- **Family Day Out:** Consider visiting an art museum to see a featured exhibit, take a tour to a heritage or cultural site, or even consider a nature walk. 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.
- **Encourage Critical Thinking:** Help your student develop critical thinking skills by encouraging them to critically evaluate the purpose of presented information, identifying any potential biases of the presenter. Discuss different viewpoints and encourage them to consider multiple perspectives

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](#).