

Family Friendly

GUIDE FOR ENGLISH 2

English Language Arts

Students entering English 2 are refining **critical thinking skills, problem-solving skills, and creativity**.

English 2 learners should be closely reading rich and challenging literary and informational texts and should also be able to demonstrate the ability to analyze the structure of and techniques (author's choice, sarcasm, verbal irony) used within various types of print and multimedia texts.

Students will write shorter and longer narratives, arguments, and informational texts. In narrative writing, they begin to incorporate the narrative mode within other modes of writing to introduce an idea and/or support a claim.

Additionally, English 2 learners may begin practicing speaking for professional settings and within college and/or career environments. English 2 learners may 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 2 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 2.
- 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 2, 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 2.

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 2, students should:

- analyze how various elements of a story, such as perspectives, figurative language, and allegory, contribute to its meaning.
- trace the development of central ideas in texts, including speeches and essays, to understand their growth and impact.
- evaluate the significance of narrative perspective in storytelling and its role in enhancing comprehension.
- identify and analyze the use of sarcasm and verbal irony in texts to create suspense, humor, and irony.
- examine the writing techniques employed in informational texts to effectively convey the author's message.

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 2, students should:

- conduct research using diverse sources to address questions or solve problems.
- generate and address self-formulated questions about a topic, utilizing a range of resources.
- refine their research focus based on the topic, purpose, and intended audience.
- evaluate the credibility and relevance of sources for their research objectives.
- organize gathered information effectively, considering the purpose and audience, and adhere to academic citation standards to prevent plagiarism.

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 2, students should:

- construct persuasive arguments supported by evidence and reasoning.
- produce detailed informative texts that convey complex topics clearly.
- craft narratives within other modes of writing (argumentative and informative), employing effective storytelling techniques to engage readers.
- integrate storytelling elements into different modes of writing.
- demonstrate proficiency in English grammar, including the use of punctuation such as semicolons and dashes, maintaining consistency in sentence structure, and selecting verbs that match tone and mood.



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:

- **Reading and Writing for Various Purposes:** Encourage your student to read regularly for both academic and personal reasons, selecting texts that align with their interests and educational goals. Provide opportunities for them to explore different forms of writing, such as essays, stories, and poetry, allowing for diverse expression.
- **Do a Weekly Review:** Consider having your English 2 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.
- **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. Encourage them to draw conclusions and provide evidence to support their interpretations, fostering deeper comprehension and critical analysis.

Applications of Reading:

- **Sum Up Big Ideas:** Guide your student in summarizing the main ideas of a text in their own words to deepen their understanding. Encourage them to identify key points and themes to reinforce comprehension.
- **Analyze Sarcasm and Verbal Irony:** Discuss with your student how sarcasm and verbal irony are used by authors to create suspense or humor. Encourage them to identify instances of sarcasm and verbal irony in print and multimedia texts and explain how they contribute to the overall tone and meaning.
- **Exploring Multimedia Resources:** Discuss with your student the advantages and disadvantages of using multimedia, such as pictures and videos, to aid comprehension. Encourage them to critically evaluate different forms of multimedia and their effectiveness in conveying ideas.

Research:

- **Answering Self-Generated Questions:** Motivate your student to develop their own questions about topics of interest and seek answers from a diverse range of sources. Support them in critically evaluating the credibility and reliability of these sources by considering factors such as author expertise, publication credibility, and relevance to their research topic. Encourage them to verify information from multiple reliable sources.
- **Making Research More Specific:** Help your student narrow down their research focus by considering the topic they're studying, why they're studying it, and who they're sharing their findings with. This will make their research more targeted and effective.
- **Organizing Information Effectively:** Assist your student in organizing their research findings in a logical and coherent manner. Help them create outlines, charts, or diagrams to structure their information based on the purpose of their research and the audience they intend to present to.

Communications:

- **Practice Writing at Home:** Support your student with an existing writing assignment or encourage your student to write to convince or influence you about something they believe in, something they want, or something they think the family should do. Encourage your student to support their arguments with clear reasons and evidence. Prompt them to think critically and back up their assertions with facts and examples.
- **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.
- **Fostering Collaboration and Respect:** Promote collaborative discussions where your child can exchange ideas and perspectives with others respectfully. Encourage active participation and thoughtful expression of ideas as they learn to value diverse viewpoints and engage constructively in discussions.

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.

At the end of the school year, your student will participate in the statewide summative assessment, [End of Course Examination Program \(EOCEP\)](#). Additional resources are available [online](#).

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](#).