South Carolina English 1 EOCEP Blueprint

Reporting Strands	Related Standards/Indicators	Item Range	Possible Points
Inquiry (I)			
	E1.I.3 Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. 3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions. 3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias. 3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.	**4- 8**	**4-8**
Reading Literary Text (RL)			
	E1.RL.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	**16-25**	**16-25**
	E1.RL.6 Summarize key details and ideas to support analysis of thematic development. 6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	E1.RL.8 Analyze characters, settings, events, and ideas as they develop and interact within a particular context. 8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.		
	E1.RL.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. 9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.		
	E1.RL.10 Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain specific vocabulary. 10.1 Use context clues to determine meanings of words and phrases.		

	E1.RL.11 Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style. 11.1 Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.		
	E1.RL.12 Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. 12.1 Determine the significance of the author's use of text structure and plot organization to create the effects of mystery, tension, or surprise citing support from the text. 12.2 Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects.		

Reading Informational Text (RI)

	E1.RI.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. 5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.	**18-25**	**18-25**
	E1.RI.6 Summarize key details and ideas to support analysis of central ideas. 6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	E1.RI.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. 8.1 Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone. 8.2 Determine how an author uses text features and structures to shape meaning and tone.		
	E1.RI.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. 9.1 Use context clues to determine meanings of words and phrases.		
	E1.RI.10 Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style. 10.1 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		
	E1.RI.11 Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. 11.1 Explain how the author's ideas or claims are supported through the use of text features and structures. 11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.		

Communication (C)			
	E1.C.4 Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages. 4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence. 4.3 Analyze the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.	**2-6**	**2-6**
Writing (W)			
	E1.W1 Write arguments to support claims with clear reasons and relevant evidence.	**6-12**	**6-12**
	E1.W.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.		
	E1.W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	E1.W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	The Text Dependent Analysis (TDA) is an essay scored with a holistic rubric with a point range of 1(lowest) to 4(highest). To reflect the importance of student-produced writing, the score on the writing is then weighted by a factor of 5 for a maximum of 20 points.	**1**	**5-20**