

Main Criteria: National Theatre for Children
Secondary Criteria: South Carolina Standards & Learning, Common Core State Standards
Subject: Language Arts
Grades: 6, 7, 8

National Theatre for Children

What YOU can do to conserve energy

Common Core State Standards

Language Arts

Grade 6 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R L.6	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R L.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A-Literacy.R L.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	CCSS.EL A-Literacy.R L.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND / DOMAIN	CCSS.EL A-Literacy.R L.6	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R L.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.6	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A-Literacy.R I.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	CCSS.EL A-Literacy.R I.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.6	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL	Determine the meaning of words and phrases as they are used in a text, including

	A-Literacy.R I.6.4	figurative, connotative, and technical meanings
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.6	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / DOMAIN	CCSS.EL A-Literacy. W.6	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A-Literacy. W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	CCSS.EL A-Literacy. W.6.9a	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.6	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A-Literacy.S L.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.EL A-Literacy.S L.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A-Literacy.S L.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .6	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A-Literacy.L .6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	CCSS.EL A-Literacy.L .6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CCSS.EL A-	Language Standards

	Literacy.L .6	
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core State Standards

Language Arts

Grade 7 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R L.7	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R L.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R L.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
STANDARD	CCSS.EL A- Literacy.R L.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.7	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R L.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.7	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
STANDARD	CCSS.EL A- Literacy.R I.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.7	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND / DOMAIN	CCSS.EL A- Literacy.S L.7	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A- Literacy.S L.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.EL A- Literacy.S L.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .7	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	CCSS.EL A- Literacy.L .7.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .7	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core State Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R L.8	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R L.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD	CCSS.EL A- Literacy.R L.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.8	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R L.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.8	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R L.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

	L.8.1c	
EXPECTATION	CCSS.EL A- Literacy.S L.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .8.4 a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	CCSS.EL A- Literacy.L .8.4 d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Carolina Standards & Learning

Language Arts

Grade 6 - Adopted: 2015

STANDARD / COURSE	SC.6.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.I.5.	Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.
PERFORMANCE DESCRIPTOR / STANDARD	6.I.5.1.	Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.
STANDARD / COURSE	SC.6.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	6.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	6.RL.P.4. 1.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	6.RL.P.4. 2.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	6.RL.P.4. 3.	Students are expected to build upon and continue applying previous learning.
STANDARD / COURSE	SC.6.RL.	Reading – Literary Text (RL)
KNOWLEDGE	6.RL.MC.	Meaning and Context (MC)

AND SKILLS / ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	6.RL.MC.5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	6.RL.MC.5.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE / STAGE	6.RL.MC.5.2.	Students are expected to build upon and continue applying previous learning.
STANDARD / COURSE	SC.6.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	6.RL.MC.8.	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
GRADE LEVEL EXAMPLE / STAGE	6.RL.MC.8.1.	Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot, and characters.
STANDARD / COURSE	SC.6.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	6.RL.LCS.10.	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.
GRADE LEVEL EXAMPLE / STAGE	6.RL.LCS.10.1.	Use the overall meaning of a text or a word's position or function to determine the meaning of a word or phrase.
GRADE LEVEL EXAMPLE / STAGE	6.RL.LCS.10.2.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	6.RL.LCS.10.3.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	6.RL.LCS.10.4.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	6.RL.LCS.10.5.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	6.RL.LCS.10.6.	Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.
STANDARD / COURSE	SC.6.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	6.RL.RC.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.
GRADE LEVEL EXAMPLE / STAGE	6.RL.RC.13.1.	Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.
GRADE LEVEL EXAMPLE / STAGE	6.RL.RC.13.3.	Read and respond to grade level text to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.6.RI.	Reading – Informational Text (RI)

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	6.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	6.RI.P.4. 1.	Read grade-level text with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	6.RI.P.4. 3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / COURSE	SC.6.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	6.RI.MC. 5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	6.RI.MC. 5.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE / STAGE	6.RI.MC. 5.2.	Students are expected to build upon and continue applying previous learning.
STANDARD / COURSE	SC.6.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	6.RI.MC. 6.	Summarize key details and ideas to support analysis of central ideas.
GRADE LEVEL EXAMPLE / STAGE	6.RI.MC. 6.1.	Provide an objective summary of a text with two or more central ideas; cite key supporting details.
STANDARD / COURSE	SC.6.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	6.RI.LCS. 9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple meaning words, phrase and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	6.RI.LCS. 9.1.	Determine the meaning of a word or phrase using the overall meaning of a text or a word's position or function.
GRADE LEVEL EXAMPLE / STAGE	6.RI.LCS. 9.3.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	6.RI.LCS. 9.4.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	6.RI.LCS. 9.5.	Students are expected to build upon and continue applying previous learning.
STANDARD / COURSE	SC.6.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.RI.RC.	Range and Complexity (RC)

PERFORMANCE DESCRIPTOR / STANDARD	6.RI.RC.12.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	6.RI.RC.12.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	6.RI.RC.12.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.6.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	6.C.MC.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.
GRADE LEVEL EXAMPLE / STAGE	6.C.MC.1.1.	Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text.
GRADE LEVEL EXAMPLE / STAGE	6.C.MC.1.2.	Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.
GRADE LEVEL EXAMPLE / STAGE	6.C.MC.1.4.	Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose and respond to specific questions to clarify thinking and express new thoughts.
STANDARD / COURSE	SC.6.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	6.C.MC.2.	Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.
GRADE LEVEL EXAMPLE / STAGE	6.C.MC.2.4.	Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.

South Carolina Standards & Learning

Language Arts

Grade 7 - Adopted: 2015

STANDARD / COURSE	SC.7.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.I.5.	Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.
PERFORMANCE DESCRIPTOR / STANDARD	7.I.5.1.	Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.
STANDARD / COURSE	SC.7.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	7.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	7.RL.P.4.1.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE /	7.RL.P.4.2.	Students are expected to build upon and continue applying previous learning.

STAGE		
GRADE LEVEL EXAMPLE / STAGE	7.RL.P.4. 3.	Students are expected to build upon and continue applying previous learning.
STANDARD / COURSE	SC.7.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	7.RL.MC. 5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	7.RL.MC. 5.1.	Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE / STAGE	7.RL.MC. 5.2.	Students are expected to build upon and continue applying previous learning.
STANDARD / COURSE	SC.7.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	7.RL.MC. 8.	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
GRADE LEVEL EXAMPLE / STAGE	7.RL.MC. 8.1.	Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.
STANDARD / COURSE	SC.7.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.RL.LCS .	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	7.RL.LCS .10.	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.
GRADE LEVEL EXAMPLE / STAGE	7.RL.LCS .10.1.	Use context clues to determine meanings of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	7.RL.LCS .10.2.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	7.RL.LCS .10.3.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	7.RL.LCS .10.4.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	7.RL.LCS .10.5.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	7.RL.LCS .10.6.	Students are expected to build upon and continue applying previous learning.
STANDARD / COURSE	SC.7.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	7.RL.RC. 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.

GRADE LEVEL EXAMPLE / STAGE	7.RL.RC. 13.1.	Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.
GRADE LEVEL EXAMPLE / STAGE	7.RL.RC. 13.3.	Read and respond to grade level text to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.7.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	7.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	7.RI.P.4. 1.	Read grade-level text with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	7.RI.P.4. 3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / COURSE	SC.7.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	7.RI.MC. 5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	7.RI.MC. 5.1.	Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE / STAGE	7.RI.MC. 5.2.	Students are expected to build upon and continue applying previous learning.
STANDARD / COURSE	SC.7.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	7.RI.MC. 6.	Summarize key details and ideas to support analysis of central ideas.
GRADE LEVEL EXAMPLE / STAGE	7.RI.MC. 6.1.	Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.
STANDARD / COURSE	SC.7.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	7.RI.LCS. 9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple meaning words, phrase and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	7.RI.LCS. 9.1.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	7.RI.LCS. 9.2.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	7.RI.LCS. 9.3.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE /	7.RI.LCS. 9.4.	Students are expected to build upon and continue applying previous learning.

STAGE		
GRADE LEVEL EXAMPLE / STAGE	7.RI.LCS. 9.5.	Students are expected to build upon and continue applying previous learning.
STANDARD / COURSE	SC.7.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	7.RI.RC.1 2.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	7.RI.RC.1 2.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	7.RI.RC.1 2.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.7.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	7.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	7.C.MC.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.
GRADE LEVEL EXAMPLE / STAGE	7.C.MC.1 .1.	Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints.
GRADE LEVEL EXAMPLE / STAGE	7.C.MC.1 .2.	Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion.
GRADE LEVEL EXAMPLE / STAGE	7.C.MC.1 .4.	Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.

South Carolina Standards & Learning

Language Arts

Grade 8 - Adopted: 2015

STANDARD / COURSE	SC.8.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	8.I.5.	Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.
PERFORMANCE DESCRIPTOR / STANDARD	8.I.5.1.	Acknowledge and value individual and collective thinking and using feedback from peers and adults to guide the inquiry process.
STANDARD / COURSE	SC.8.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	8.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	8.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	8.RL.P.4. 1.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	8.RL.P.4. 2.	Students are expected to build upon and continue applying previous learning.

GRADE LEVEL EXAMPLE / STAGE	8.RL.P.4. 3.	Students are expected to build upon and continue applying previous learning.
STANDARD / COURSE	SC.8.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	8.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	8.RL.MC. 5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	8.RL.MC. 5.1.	Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE / STAGE	8.RL.MC. 5.2.	Students are expected to build upon and continue applying previous learning.
STANDARD / COURSE	SC.8.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	8.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	8.RL.MC. 6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	8.RL.MC. 6.1.	Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.
STANDARD / COURSE	SC.8.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	8.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	8.RL.MC. 8.	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
GRADE LEVEL EXAMPLE / STAGE	8.RL.MC. 8.1.	Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot, and characters.
STANDARD / COURSE	SC.8.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	8.RL.LCS .	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	8.RL.LCS .10.	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.
GRADE LEVEL EXAMPLE / STAGE	8.RL.LCS .10.1.	Use context clues to determine meanings of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	8.RL.LCS .10.2.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	8.RL.LCS .10.3.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	8.RL.LCS .10.4.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	8.RL.LCS .10.5.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE /	8.RL.LCS .10.6.	Students are expected to build upon and continue applying previous learning.

STAGE		
STANDARD / COURSE	SC.8.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	8.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	8.RL.LCS .11.	Analyze and provide evidence of how the author's choice of point of view, perspective or purpose shapes content, meaning, and style.
GRADE LEVEL EXAMPLE / STAGE	8.RL.LCS .11.1.	Analyze how the author's development of perspectives of the characters and the reader create suspense or humor.
STANDARD / COURSE	SC.8.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	8.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	8.RL.RC. 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.
GRADE LEVEL EXAMPLE / STAGE	8.RL.RC. 13.1.	Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.
GRADE LEVEL EXAMPLE / STAGE	8.RL.RC. 13.3.	Read and respond to grade level text to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.8.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	8.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	8.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	8.RI.P.4. 1.	Read grade-level text with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	8.RI.P.4. 3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / COURSE	SC.8.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	8.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	8.RI.MC. 5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	8.RI.MC. 5.1.	Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE / STAGE	8.RI.MC. 5.2.	Students are expected to build upon and continue applying previous learning.
STANDARD / COURSE	SC.8.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	8.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	8.RI.MC. 6.	Summarize key details and ideas to support analysis of central ideas.

GRADE LEVEL EXAMPLE / STAGE	8.RI.MC. 6.1.	Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.
STANDARD / COURSE	SC.8.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	8.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	8.RI.LCS. 9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple meaning words, phrase and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	8.RI.LCS. 9.1.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	8.RI.LCS. 9.2.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	8.RI.LCS. 9.3.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	8.RI.LCS. 9.4.	Students are expected to build upon and continue applying previous learning.
GRADE LEVEL EXAMPLE / STAGE	8.RI.LCS. 9.5.	Students are expected to build upon and continue applying previous learning.
STANDARD / COURSE	SC.8.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	8.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	8.RI.RC.1 2.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	8.RI.RC.1 2.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	8.RI.RC.1 2.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.8.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	8.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	8.C.MC.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.
GRADE LEVEL EXAMPLE / STAGE	8.C.MC.1 .1.	Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.
GRADE LEVEL EXAMPLE / STAGE	8.C.MC.1 .2.	Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.
GRADE LEVEL EXAMPLE / STAGE	8.C.MC.1 .4.	Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.