

Alignment with South Carolina Standards

South Carolina English Language Arts Curriculum Standards	William and Mary Language Arts Curriculum
Organized in four strands: Reading, Writing, Communication, and Research	Major goals in literary analysis and interpretation, with emphasis on reading from a variety of literary genres (Goal 1); persuasive writing (Goal 2); linguistic competency (Goal 3); and oral communication (Goal 4); goals in reasoning (Goal 5), and concept of change (Goal 6) integrated across strands
READING: The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.	Major goal in literary analysis and interpretation (Goal 1); units are literature-based and all goals are connected to the reading activities incorporated in units
<i>Reading Process and Comprehension:</i> The student will integrate various cues and strategies to comprehend what he or she reads.	Major goal in analysis and interpretation of a variety of literature selections (Goal 1); questioning strategies encourage students to make predictions, make inferences, draw conclusions, and discuss themes related to literature selections, with emphasis on use of textual evidence to support responses; major goal in reasoning (Goal 5) encourages critical reading; activities encourage comparing/contrasting of key elements within and across texts; broad-based reading in multiple genres, including independent and choice reading opportunities, encourages development of fluency
<i>Analysis of Texts:</i> The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.	Literary analysis and interpretation activities organized around questions and a graphic organizer that systematically explore elements of language, theme, and structure of writing in various literature selections; broad-based reading in poetry, short story, biography, essay, and novel forms; questions and organizers across literature selections in each unit encourage comparison and contrast of styles, themes, and key elements among multiple texts; major goal in reasoning emphasizes determining purpose for communication and making inferences based on textual evidence
<i>Word Study and Analysis:</i> The student will use a knowledge of semantics, syntax, and structural analysis to read and determine the meaning of unfamiliar words.	Major goal in linguistic competency (Goal 3) with particular emphasis on vocabulary development, language study, and grammar; vocabulary study emphasizes depth in word study, including exploration of word stems, origins, and relationships to extend vocabulary; emphasis on analogy as a way of explaining the meaning of new words
WRITING: The student will write effectively for different audiences and purposes.	Writing emphases incorporated throughout units, including major goal in persuasive writing (Goal 2), use of response journals, research reports that inform within a persuasive structure, and other activities encouraging narrative, descriptive, and poetic writing; reasoning goal (Goal 5) encourages emphasis on determining purposes for communication

<i>The Writing Process:</i> The student will apply a process approach to writing.	Writing instruction organized around application of a model for persuasive writing, with emphasis on understanding the model and then refining writing within and beyond initial structure; writing process incorporated as outcome within persuasive writing goal (Goal 2); analysis of purpose in own and others' writing incorporated as outcome related to reasoning goal (Goal 5); self, peer, and teacher evaluations for use in review and revision of writing included in all units; emphasis on single-paragraph and multi-paragraph structures through various writing assignments (including research project)
<i>Writing Purposes:</i> The student will write for a variety of purposes.	Major writing instruction focused on persuasive writing (Goal 2); opportunities for personal narrative writing incorporated in response journals and other activities; informational and explanatory writing incorporated within persuasive structure of research report
<i>Responding to Texts:</i> The student will respond to texts written by others.	Literary analysis and interpretation activities organized around questions and a graphic organizer that systematically explore relationship of structure and content of text; students respond to text both orally (in discussion) and in written form; writing activities incorporate opportunities to reflect on and emulate author styles and specific literary structures
<i>Legibility:</i> The student will create legible text.	No specific instructional emphasis; assumed in writing assignments and emphasis on peer review and publishing within writing process.
COMMUNICATION: The student will recognize, demonstrate, and analyze the qualities of effective communication.	Major goal in oral communication (Goal 4), including formal and informal presentations, heavy emphasis on discussion, and instructional emphasis on planning and evaluating delivery of presentations
<i>Communication: Speaking:</i> The student will use speaking skills to participate in large and small groups in both formal and informal situations.	Extensive opportunities for formal and informal speaking, in small and large group, including (a) small- and large-group discussions related to literature selections and unit activities; (b) individual and group presentations; (c) writing conferences with peers and teacher; (d) instruction in use of interviews as a research technique; (e) formal instruction in oral presentation skills
<i>Communication: Listening:</i> The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.	Extensive opportunities for developing listening skills in formal and informal contexts, including (a) small- and large group discussions in which attention to other students' comments is actively modeled and encouraged; (b) writing conferences with peers and teacher; (c) instruction in use of interviews as a research technique; (d) structured format for listening to and evaluating other students' oral presentations

<i>Communication: Viewing:</i> The student will comprehend and analyze information he or she receives from nonprint sources.	Emphasis on nonprint sources achieved through interdisciplinary connections with visual arts and music; students discuss and write about interpretations of nonprint sources and relate the nonprint to print resources used in units; nonprint sources also used as information sources in research projects
RESEARCH: The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.	Issue-based research project incorporated in each unit, with emphasis on stages of the research process (e.g., developing questions, gathering data, summarizing and synthesizing from data sources, presentation of findings); major goal in reasoning (Goal 5) emphasizes questioning and evaluating sources
<i>Selecting a Research Topic:</i> The student will select a topic for exploration.	Students select (individually or in groups) issue for research project; students also select topics for smaller research activities in preparation for major research project and in extension assignments; students develop questions around research issue and develop a plan for finding information
<i>Gathering Information and Refining a Topic:</i> The student will gather information from a variety of sources.	Students utilize a variety of sources and methods to investigate research issue, including preliminary information gathering through print and electronic resources and further investigation through interviews, surveys, and further reading to support issue study; students take notes from each source before synthesizing, to support learning how to document information by source
<i>Preparing and Presenting Information:</i> The student will use a variety of strategies to prepare and present selected information.	Major steps of research model involve organizing data for analysis, conclusion, and presentation purposes; students give oral and written presentation of research results around issue-based research project, as well as oral and written presentations related to smaller projects

Source for Standards: *South Carolina English Language Arts Curriculum Standards 2002*, Office of Curriculum and Standards, South Carolina Department of Education.