



Spider
Learning, Inc.

South Carolina High School Employability Credential
Essentials of English Language Arts II
Standards Crosswalk

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[Link to all 2024 ELA II Standards](#)

Refer to this document (Page 132) for the Indicator Insights to be covered in the course.

Also refer to the [SCHSC Vocabulary Support Document](#)

[Link to all ELA Textbook Modules](#)

Domain 1	APPLICATIONS OF READING (AOR)	
Performance Expectation	Spider Learning Unit and Lesson	Spider Learning Textbook Module
ELA.E2.AOR.1 Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. a) ELA.E2.AOR.1.1 Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts. b) ELA.E2.AOR.1.2 Analyze an author's use of figurative language in a text(s); explain an author's use of allegory.	Unit 23 Lesson 6 Making Comparisons with Venn Diagrams (a) Unit 23 Lesson 8 Genres and Literary Elements (a) Unit 1 Lesson 9 Using Context Clues to Understand Figurative Language (b) Unit 21 Lesson 7 Figurative Language: Meaning and Tone (b)	Link to all ELA Textbook Modules
ELA.E2.AOR.2: Evaluate and critique the development of themes and central ideas		

within and across texts. a) ELA.E2.AOR.2.1 Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures. b) ELA.E2.AOR.2.2 Analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text.	Unit 27 Lesson 3 Central Idea (b)	
ELA.E2.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. a) ELA.E2.AOR.3.1 Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).	Unit 13 Lesson 4 Characterization and Details Unit 35 Lesson 2 Introducing and Developing Characters	
ELA.E2.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. a) ELA.E2.AOR.4.1 Analyze an author's perspective or purpose, and evaluate the effectiveness of the author's rhetoric used to advance that perspective or purpose.	Unit 13 Lesson 2 Author's Purpose and Point of View Unit 15 Lesson 6 Author's Purpose and Point of View	

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a) ELA.E2.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: i. use context (e.g., the overall meaning of a sentence, paragraph, or text;a word’s position or function in a sentence) to determine the meaning of words and phrases; ii. use background or prior knowledge to determine or clarify the meanings of words; and iii. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.	Unit 1 Lesson 6 Using Context Clues to Understand Unfamiliar or Multiple-Meaning Words (i) Unit 1 Lesson 7 Using Word Positioning to Understand Unfamiliar or Multiple-Meaning Words (i) Unit 1 Lesson 8 Using Word Relationships to Understand Unfamiliar or Multiple-Meaning Words (ii) Unit 31 Lesson 1 Defining an Unknown Word (ii) Unit 15 Lesson 2 Determining Unknown Words (iii) Unit 27 Lesson 2 Synonyms, Antonyms, and Context Clues (iii)	
ELA.E2.AOR.8: Analyze word relationships and nuances in word meanings within literary and informational texts. a) ELA.E2.AOR.8.1 Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: i. interpret figures of speech (e.g.,	Unit 9 Lesson 8 Hyperbole (i)	

hyperbole) in context and analyze how they function within a text; ii. analyze nuances in the meanings of words with similar denotation; and; iii. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).	Unit 10 Lesson 1 Writing Similes and Metaphors (i) Unit 9 Lesson 11 Author's Tone and Figurative Language (ii) Unit 35 Lesson 4 Understanding Figurative Language and Meaning (ii) Unit 33 Lesson 13 Personification, Meaning, and Tone (iii) Unit 35 Lesson 6 Comparing Texts and Genres (iii)	
ELA.E2.AOR.9: Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking. a) ELA.E2.AOR.9.1 Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.	Unit 27 Lesson 2 Synonyms, Antonyms, and Context Clues Unit 31 Lesson 2 Drawing Conclusions and Finding the Central Idea	
ELA.E2.AOR.10: Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience. a) ELA.E2.AOR.10.1 Analyze the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for	Unit 16 Lesson 14 Multimedia Presentations Unit 29 Lesson 12 Interpreting Data and Media	

presenting ideas or topics.		
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Domain 2	RESEARCH (R)	
Performance Expectation	Spider Learning Unit and Lesson	Spider Learning Textbook Module
ELA.E2.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. a) ELA.E2.R.1.1 Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: i. answering a self-generated question(s) about a topic(s) while using a variety of sources; and ii. refining the scope of inquiry as relevant to the topic(s), purpose, and audience. b) ELA.E2.R.1.2 Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry. c) ELA.E2.R.1.3 Analyze findings to determine relevance to the topic(s) and purpose of	Unit 2 Lesson 2 Creating a Writing Routine (i) Unit 14 Lesson 2 Prewriting Strategies for Your Personal Narrative (i) Unit 16 Lesson 1) Brainstorming for an Audience (ii) Unit 24 Lesson 2 Short Research Projects (ii) Unit 6 Lesson 2 Identifying Credible Sources (b) Unit 30 Lesson 2 Evaluating Sources (b) Unit 13 Lesson 12 Defending and Supporting Your Opinion (c)	Link to all ELA Textbook Modules

counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence; iii) link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence; iv) establish a tone and style appropriate to the purpose and audience; and v) provide a concluding statement or section that supports the argument presented.	Addressing Counterclaims (ii) Unit 18 Lesson 4 Clear Claims and Arguments (ii) Unit 18 Lesson 7 Organizing Reasons and Evidence (iii) Unit 18 Lesson 9 Creating Relationships Between Arguments (iii) Unit 18 Lesson 11 Clear and Effective Language (iv) Unit 18 Lesson 13 Formal Tone and Language (iv) Unit 18 Lesson 8 Concluding Statements and Sections (v) Unit 30 Lesson 8 Concluding Statements (v)	
ELA.E2.C.2: Write informative/expository texts to analyze and explain complex ideas and information. a) ELA.E2.C.2.1 Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: i) introduce a topic and organize complex ideas and concepts to make important connections and	Unit 4 Lesson 6 Engaging the Reader (i) Unit 28 Lesson 1 Prewriting Strategies (i)	

distinctions; ii) develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience; iii) use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts; iv) use precise language and vocabulary appropriate to the complexity of the topic; v) establish and maintain a style and objective tone appropriate to the task and purpose; and vi) provide a concluding statement or section that supports the information presented.	Unit 4 Lesson 9 Adding Descriptive Details (ii) Unit 16 Lesson 9 Adding Descriptive Details (ii) Unit 19 Lesson 14 Forming and Supporting Opinions (iii) Unit 28 Lesson 13 Conclusions and Transitions (iii) Unit 6 Lesson 11 Using Clear and Effective Language (iv) Unit 16 Lesson 11 Using Language Effectively (iv) Unit 6 Lesson 13 Establishing and Maintaining Tone (v) Unit 16 Lesson 12 Clear and Appropriate Standard English (v) Unit 6 Lesson 8 Writing a Concluding Statement (vi) Unit 11 Lesson 13 Writing a Powerful Conclusion (vi)	
ELA.E2.C.3: Write narratives to develop real or imagined experiences using effective techniques. a) ELA.E2.C.3.1 Write and intentionally use narratives within other modes of writing, using effective techniques and		

well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing: i) produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; ii) engage the reader by establishing a situation and/or setting up a problem or observation; iii) develop a clear progression of experiences or events; iv) use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; v) use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and vi) provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.	Unit 26 Lesson 8 Dialogue and Pacing (i) Unit 32 Lesson 1 The Writing Process (i) Unit 16 Lesson 6 Engaging the Reader (ii) Unit 32 Lesson 2 Plot Diagrams and Pacing (ii) Unit 20 Lesson 9 Time Frames and Transitions (iii) Unit 32 Lesson 9 Transitions and Meaning (iii) Unit 32 Lesson 6 Dialogue and Pacing (iv) Unit 32 Lesson 11 Pacing and Organization (iv) Unit 32 Lesson 3 Adjectives, Adverbs, and Phrases (v) Unit 32 Lesson 4 Sensory and Descriptive Language (v) Unit 8 Lesson 7 Writing a Conclusion or Resolution (vi) Unit 32 Lesson 7 Narrative Conclusions and Endings (vi)	
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ELA.E2.C.4: Demonstrate command of standard English grammar and conventions when writing. a) ELA.E2.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: i) apply knowledge of rules for capitalization; ii) use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon or a conjunctive adverb to connect related independent clauses; use a dash to set off or expand upon information, or to emphasize information; iii) select and use verbs with appropriate mood and tone; iv) apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and v) use print and multimedia	Unit 34 Lesson 12 Standard English Grammar Rules (i) Unit 10 Lesson 12 Standard English Conventions and Rules (i) Unit 26 Lesson 7 Descriptive Detail and Sensory Language (iii) Unit 28 Lesson 12 Sentence Variety and Voice (iii) Unit 2 Lesson 13 Correcting Common Sentence Errors (iv) Unit 6 Lesson 14 Proofreading for Common Writing Errors (iv) Unit 8 Lesson 14 Proofreading for Mistakes (v)	British Literature Part 3 Unit 3 Lesson 14 (ii)
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resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication materials.	Unit 26 Lesson 14 Common Writing Mistakes (v)	
ELA.E2.C.5: Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task. a) ELA.E2.C.5.1 Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.	Unit 1 Lesson 11 Engaging in Collaborative Discussions Unit 2 Lesson 1 Exploring the Writing Process	
ELA.E2.C.7: Organize and communicate ideas through a range of formats to engage a variety of audiences. a) ELA.E2.C.7.1 Present information, findings, and supporting evidence clearly and concisely with a logical organization, coherent focus, and style that are appropriate for a variety of tasks, purposes, and audiences. When presenting: i) demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing, intonation); ii) convey a clear perspective with clear reasoning and credible	Unit 12 Lesson 6 Presenting Clearly and Appropriately (i) Unit 12 Lesson 7 Formal, Informal, and Conversational Language (i) Unit 12 Lesson 3 Presenting Your Claims (ii) Unit 12 Lesson 12 Organizing Your Notes and Presenting (ii)	

evidence; iii) include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and; iv) select and use appropriate online platforms to export multimedia texts for publication and to enhance communication and add interest.	Unit 16 Lesson 14 Multimedia Presentations (iii) Unit 28 Lesson 14 Notes and Presentation (iii) Unit 10 Lesson 11 Sentence Patterns and Artistic License (iv) Unit 22 Lesson 11 Breaking the Rules: Poetry (iv)	
ELA.E2.C.8: Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives. a) ELA.E2.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: i) ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and ii) consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.	Unit 24 Lesson 4 Participating in Effective Discussions (i) Unit 24 Lesson 14 Effective Group Work and Discussion (i) Unit 5 Lesson 13 Engaging in Collaborative Discussions (ii) Unit 6 Lesson 12 Engaging in Collaborative Discussions (ii)	

ELA.E2.C.9: Evaluate and critique ideas and concepts interactively through listening and speaking. a) ELA.E2.C.9.1 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: i) analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; ii) analyze the effectiveness and validity of the information and supporting evidence being presented; and iii) analyze the speaker's motives while identifying any logical fallacies and biases that may be present.	Unit 12 Lesson 13 Actively Listening (i) Unit 36 Lesson 12 Presentation Techniques and Appeals (i) Unit 23 Lesson 7 Experience Poetry (ii) Unit 24 Lesson 13 Arguments and debates (ii) Unit 36 Lesson 13 Claims and Supporting Evidence (iii) Unit 36 Lesson 14 Collaborations and Discussions (iii)	
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