

Reading-Literary Text Standards

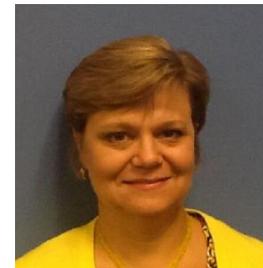
Office of Standards and Learning

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SCDE Website

The image shows a screenshot of the South Carolina Department of Education (SCDE) website. At the top left is the SCDE logo, which includes a graduation cap icon and the text "SOUTH CAROLINA DEPARTMENT OF EDUCATION" and "ed.sc.gov". To the right of the logo are social media icons for Facebook, Twitter, LinkedIn, Instagram, YouTube, and Pinterest. Further right are navigation links for "About SCDE", "Newsroom", "Jobs", and "Contact". Below these is a search bar with the text "Search" and a magnifying glass icon. A teal navigation bar contains the following menu items: "Districts & Schools", "Tests", "Educators", "Instruction", "Data", "Policy", "Finance", and "Login". The "Instruction" menu item is circled in black, and a black arrow points from the circle to the main content area. The main content area features a large photograph of a smiling teacher with her arms around four diverse young students. Overlaid on the left side of the photograph is the headline "Spearman Announces Changes in S.C. Educator Evaluation" in large white text. Below the headline is a sub-headline in smaller white text: "State Superintendent of Education Molly M. Spearman announced proposed changes to South Carolina educator evaluations as a result of the passage of the Every Student Succeeds Act." At the bottom left of the main content area is an orange button with the text "READ MORE". At the bottom of the photograph, there are several small white dots, likely a carousel indicator.

SOUTH CAROLINA DEPARTMENT OF EDUCATION
ed.sc.gov

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Spearman Announces Changes in S.C. Educator Evaluation

State Superintendent of Education Molly M. Spearman announced proposed changes to South Carolina educator evaluations as a result of the passage of the Every Student Succeeds Act.

[READ MORE](#)

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SCDE Website

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Standards

SCCCR ELA Complete Document

- [ELA 2015 SCCCR Standards](#)

Support Documents and Resources

High School Resources

- Analysis of Similarities and Differences to CCSS
 - English 1
 - English 2
 - English 3
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 - External Resources
 - General Resources
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-

Support Documents and Resources

Recomendations for Resources

The English Language Arts team in the Office of Standards and Learning is continually looking for web resources that can be added to our external resource pages to assist educators in the implementation of the standards.

If you would like to recommend a resource to add to this database, please click on the link below.

- [ELA Resource Recommendations](#)

To understand the craft of reading
is to understand the world itself as
a text and to be able to read it
critically.

-Robert Scholes, *The Crafty Reader*

Fundamentals of Reading

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.



Reading-Literary Text and Reading- Informational Text Standards



SUCCESS

Resources

Padlet

https://padlet.com/pmiller_803/y2kbdw6rixcu

Highlight the Important Thoughts!



Reading-Literary Text Standards

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

Standard 6: Summarize key details and ideas to support analysis of thematic development.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

Standard 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.

Standard 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.

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

Standard 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.

Critical Lens

Power	Powerless

What's the Connection?

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



WORLD-CLASS SKILLS

Creativity and innovation
Critical thinking and problem solving

Collaboration and teamwork
Communication, information, media and technology
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.