



SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

Proposed Addendum to the First Reading State Board of Education Approved *South Carolina College- and Career-Ready Standards for English Language Arts 2015*

The items in the categories listed below were noted following First Reading Approval by the State Board of Education on January 21, 2015:

Typographical or Scrivener's Errors

Grade 2 Reading Literary Text (Language, Craft, and Structure)

Standard 10 Indicator 10.6 p. 19

~~Acquire and~~ Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.

Grades 9-12 Reading Informational Text (Language, Craft, and Structure)

Standard 9 Indicator 9.6 p. 95

~~9.6 Students are expected to build upon and continue applying concepts learned previously.~~

~~Grade 5 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.~~

Grade 1 Writing (Range and Complexity)

Standard 6 Indicator 6.1 p. 29

~~With guidance and support,~~ Write routinely and persevere in writing tasks for a variety of purposes and audiences.

Grade 2 Writing (Meaning, Context, and Craft)

Standard 1 Indicator 1.1 p. 26

Explore print and multimedia sources to write opinion pieces that introduce the topic ~~or text~~, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.

Disciplinary Literacy: Immersion in the language and thinking processes ~~valued~~ by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines. (p. 8, 33, 56, 80, 112)

Formatting or Organizational Errors

Grade 6-12 Reading Informational Text (Principles of Reading)

Standard 4 Indicators 4.1-4.3 p. 66-67 (Replace with text below.)

~~4.1 Students are expected to build upon and continue applying previous learning.~~

~~Grade 2 Read grade-level text with purpose and understanding.~~

~~4.2 Students are expected to build upon and continue applying previous learning.~~

~~Grade 4 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.~~

~~4.3 Students are expected to build upon and continue applying previous learning.~~

Grade 1 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grades 9-12 Reading Informational Text (Range and Complexity)

Standard 12 Indicator 12.1 p. 97

12.1 Engage in whole and small group reading with purpose and understanding. through teacher modeling and gradual release of responsibility.	12.1 Engage in whole and small group reading with purpose and understanding. through teacher modeling and gradual release of responsibility.	12.1 Engage in whole and small group reading with purpose and understanding. through teacher modeling and gradual release of responsibility.	12.1 Engage in whole and small group reading with purpose and understanding. through teacher modeling and gradual release of responsibility.
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Insertion of Language to Provide Additional Specificity for Instruction and Assessment

Grades 3 – 5 Inquiry

Standard 5 Indicator 5.3 p. 36

Assess the process to revise, plan, and determine strategies to apply learning for future inquiry. 5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.	Assess the process to revise, plan, and determine strategies to apply learning for future inquiry. 5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.	Assess the process to revise, plan, and determine strategies to apply learning for future inquiry. 5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.
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Grade 9-12 Inquiry

Standard 3 Indicator 3.2 p. 82

3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.	3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.	3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.	3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.
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Grades 3 and 4 Reading Literary Text (Language, Craft, and Structure)

Standard 9 p. 39

9.1 Identify and explain how the author uses idioms, metaphor, imagery, or personification, hyperbole, and to shape meaning and style.	9.1 Identify and explain how the author uses idioms, imagery, hyperbole, adages, -and or proverbs to shape meaning and tone.
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Grade 7-8 Reading Literary Text (Language, Craft, and Structure)

Standard 10 Indicator 10.1 p.63

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.	10.1 Students are expected to build upon and continue applying previous learning. Use context clues to determine meanings of words and phrases.	Use context clues to determine meanings of words and phrases.
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Grade 6-8 Reading Literary Text (Language, Craft, and Structure)

Standard 10 Indicator 10.4 p.63 (This needs to be inserted in gray boxes.)

10.4 Students are expected to build upon and continue applying previous learning.

Grade 2 Use the meanings of individual words to predict the meaning of compound words.

Grade 8 Reading Literary Text (Language, Craft, and Structure)

Standard 11 Indicator 11.1 p.65

11.1 Analyze how the author’s development of ~~the differences in points of view perspectives~~ between the characters and the reader create suspense or humor.

Grade 9-12 Reading Literary Text (Language, Craft, and Structure)

Standard 10 Indicator 10.4 p.89 (This needs to be inserted in gray boxes.)

10.4 Students are expected to build upon and continue applying previous learning.

Grade 2 Use the meanings of individual words to predict the meaning of compound words.

Grade 9-10 Reading Literary Text (Meaning and Context)

Standard 8 Indicator 8.1 p. 88

<p>8.1 Analyze how a series of ideas or events is introduced, developed, connected, and ordered within a particular context. Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.</p>	<p>8.1 Analyze how a series of ideas or events is introduced, developed, connected, and ordered within a particular context. Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.</p>	<p>8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.</p>	<p>8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.</p>
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Grade 9-10 Reading Literary Text (Language, Craft, and Structure)

Standard 11 Indicator 11.1 p. 89

<p>11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style. Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.</p>	<p>11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style. Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.</p>	<p>11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style, supports rhetorical or aesthetic purposes, and conveys cultural experience.</p>	<p>11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.</p>
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Grade 9- Reading Literary Text (Language, Craft, and Structure)

Standard 12 Indicator 12.1 p.90

12.1 Determine the significance of the author’s use of text structure and plot organization to create ~~mood or effect~~ the effects of mystery, tension, or surprise-citing support from the text.

Grade 9-12 Reading Literary Text (Language, Craft, and Structure)

Standard 10 Indicator 10.1 p. 89

<p>10.1 Students are expected to build upon and continue applying previous learning. Grade 6 Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function. 10.1 Use context clues to determine meanings of words and phrases.</p>	<p>10.1 Use context clues to determine meanings of words and phrases.</p>	<p>10.1 Use context clues to determine meanings of words and phrases.</p>	<p>10.1 Use context clues to determine meanings of words and phrases.</p>
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Grade 7-8 Reading Informational Text (Language, Craft, and Structure)

Standard 9 Indicator 9.1 p.68

<p>9.1 Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.</p>	<p>9.1 Students are expected to build upon and continue applying previous learning. Use context clues to determine meanings of words and phrases.</p>	<p>9.1 Students are expected to build upon and continue applying previous learning. Use context clues to determine meanings of words and phrases.</p>
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Grade 9-12 Reading Informational Text (Language, Craft, and Structure)

Standard 9 Indicator 9.1 p. 94

<p>9.1 Students are expected to build upon and continue applying previous learning. Grade 6 Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function. Use context clues to determine meanings of words and phrases.</p>	<p>Use context clues to determine meanings of words and phrases.</p>	<p>Use context clues to determine meanings of words and phrases.</p>	<p>Use context clues to determine meanings of words and phrases.</p>
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These additions were made to the actual indicators for all three standards in order to provide assessment opportunities per Office of Assessment.

Grades K – 2 Writing (Meaning, Context, and Craft)

Standards 1, 2, and 3; Indicators 1.2, 2.2, and 3.2 p. 26-27

With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
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Grades 3-5 Writing (Meaning, Context, and Craft)

Standard 1 Indicators 1.1 e p.47-48

1.1 Write opinion pieces that: e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	1.2 Write opinion pieces that: e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	1.1 Write arguments that: e. develop and strengthen writing as needed by planning, revising, editing, rewriting;
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Grades 3-5 Writing (Meaning, Context, and Craft)

Standard 2 Indicators 2.1 e and 2.1 f and 2.1 h p.48

2.1 Write informative/explanatory texts that: e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	2.1 Write informative/explanatory texts that: f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	2.1 Write informative/explanatory texts that: h. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
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Grades 3-5 Writing (Meaning, Context, and Craft)

Standard 3 Indicators 3.1 e p.50

3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
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Grade 6-8 Writing (Meaning, Context, and Craft)

Standard 1 Indicators 1.1e, 1.1f, 1.1f p. 71

1.1 Write arguments that: e. develop and strengthen writing as needed by planning, revising, editing, rewriting;	1.1 Write arguments that: f. develop and strengthen writing as needed by planning, revising, editing, rewriting;	1.1 Write arguments that: f. develop and strengthen writing as needed by planning, revising, editing, rewriting;
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Grade 6-8 Writing (Meaning, Context, and Craft)

Standard 2 Indicators 2.1g, 2.1g, 2.1g p. 71

2.1 Write informative/explanatory texts that: g. develop and strengthen writing as needed by planning, revising, editing, rewriting;	2.1 Write informative/explanatory texts that: g. develop and strengthen writing as needed by planning, revising, editing, rewriting;	2.1 Write informative/explanatory texts that: g. develop and strengthen writing as needed by planning, revising, editing, rewriting;
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Grade 6-8 Writing (Meaning, Context, and Craft)

Standard 3 Indicators 3.1f, 3.1f, 3.1f p. 73

3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
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Grade 9-12 Writing (Meaning, Context, and Craft)

Standard 1 Indicator 1.1f, 1.1f, 1.1h, 1.1h p. 99-100 (argumentative)

Standard 2 Indicator 2.1h p.101 (informational/expository)

Standard 3 Indicators 3.1e, 3.1e, 3.1f, 3.1e p. 103 (narrative)

develop and strengthen writing as needed by planning, revising, editing, rewriting;	develop and strengthen writing as needed by planning, revising, editing, rewriting;	develop and strengthen writing as needed by planning, revising, editing, rewriting;	develop and strengthen writing as needed by planning, revising, editing, rewriting;
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Other

Add Principles of Reading under Key Ideas under (RL) and (RI)

The Key Ideas in (RL) and (RI) are:
Meaning and Context | Language, Craft, and Structure | Range and Complexity
 In (W), the Key Ideas are:
Meaning, Context, and Craft | Language | Range and Complexity

This needs to be reflected in the graphic on page 11.

Need to add in Profile of a SC Graduate and Joint Team Members