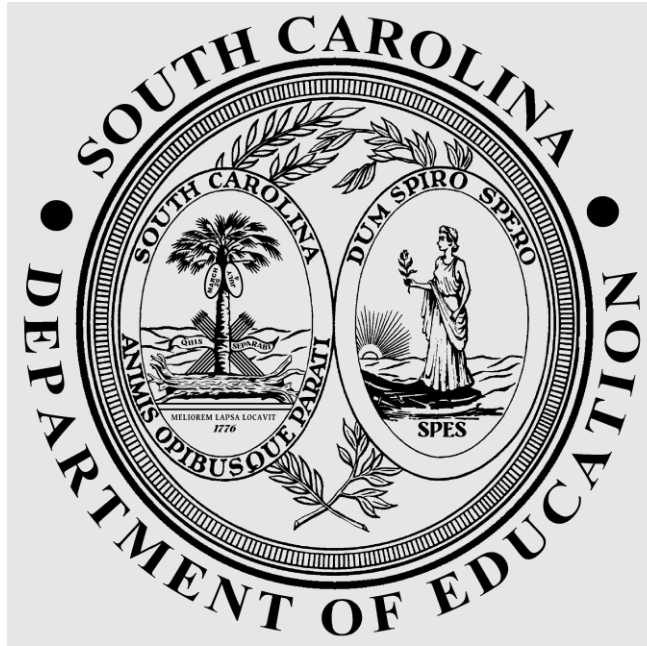


**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

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STATE SUPERINTENDENT OF EDUCATION



English Language Arts Standards Crosswalk: Kindergarten to Early Learning Standards

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Overview of Crosswalk between *2024 South Carolina College- and Career-Ready English Language Arts Standards* and *South Carolina's Early Learning Standards*

The purpose of the crosswalk document is to reveal alignment between the *2024 South Carolina College- and Career-Ready ELA Standards (SC CCR ELA Standards)* and the *South Carolina Early Learning Standards (SC-ELS)* as well as to guide curriculum development and instruction at the local school district level. This crosswalk supports the connections between the *SC CCR ELA Standards* and the *SC-ELS* to help early childhood professionals in recognizing and capitalize on those connections in instruction to promote the success of early childhood students.

Standards cross-walking enables educators to view equivalent standards from both the *2024 SC CCR ELA Standards* and the *SC-ELS*. The crosswalks can assist educators in the preliminary work required to assess the scope of the content connections between kindergarten and early learning and the impact those connections will have on student learning, locally devised curriculum, instruction, and instructional resources.

Overview: The *2024 SC CCR ELA Standards* include four strands and 24 standards. Strand crosswalks are included in this document, which shows the *2024 SC CCR ELA Standards* and the *SC-ELS* side by side, along with standard codes. The *2024 SC CCR ELA Standards* are listed on the left and the *SC-ELS* are listed on the right. Where there is no standard listed on the right side, no connection or crosswalk to the *SC-ELS* could be made.

Foundations of Literacy Crosswalk

Standard ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.

2024 SC CCR ELA.F.1	SC-ELS Alignment
ELA.K.F.1.1 Count the number of words in a spoken sentence.	
ELA.K.F.1.2 Recognize alliterative spoken words.	<ul style="list-style-type: none"> Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-11n
ELA.K.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.	<ul style="list-style-type: none"> Repeat familiar songs, chants, or rhymes. LDC- 7p Distinguish between similar-sounding words (e.g. tree and three). LDC-11j Enjoy rhymes and wordplay, with songs, poems, and books and sometimes add their own variations. LDC-11k Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11l Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11m
ELA.K.F.1.4 Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes and compound words.	
ELA.K.F.1.5 Blend and segment onsets and rimes of single syllable spoken words.	<ul style="list-style-type: none"> Distinguish between similar-sounding words (e.g. tree and three). LDC-11j Enjoy rhymes and wordplay, with songs, poems, and books and sometimes add their own variations. LDC-11k

2024 SC CCR ELA.F.1	SC-ELS Alignment
ELA.K.F.1.6 Orally identify initial, medial, and final phonemes in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	
ELA.K.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken CVC word.	<ul style="list-style-type: none"> • Distinguish between similar-sounding words (e.g. tree and three). LDC-11j • Enjoy rhymes and wordplay, with songs, poems, and books and sometimes add their own variations. LDC-11k • Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11l

Standard ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.

2024 SC CCR ELA F.2	SC-ELS Alignment
ELA.K.F.2.1 Locate a book’s front cover, back cover, title page, and where to begin reading.	<ul style="list-style-type: none">• Hold a book upright while turning pages one by one from front to back. LDC-9k• With prompting and support, run their finger under or over print as they pretend to read text. LDC-9n• Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-9o
ELA.K.F.2.2 Identify one-to-one correspondence by pointing to words, noting that there are spaces between words.	<ul style="list-style-type: none">• Recognize print in different forms for a variety of functions (writing a message to a friend, pointing to print and saying, “Those words tell the story”, or reading familiar signs in the environment). LDC-9l• With prompting and support, run their finger under or over print as they pretend to read text. LDC-9n• Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-9o
ELA.K.F.2.3 Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.	<ul style="list-style-type: none">• Hold a book upright while turning pages one by one from front to back. LDC-9k• With prompting and support, run their finger under or over print as they pretend to read text. LDC-9n• Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-9o

2024 SC CCR ELA F.2	SC-ELS Alignment
<p>ELA.K.F.2.4 Identify the beginning and end of a sentence by locating the capital letter and end punctuation.</p>	<ul style="list-style-type: none"> • Recognize print in different forms for a variety of functions (writing a message to a friend, pointing to print and saying, “Those words tell the story”, or reading familiar signs in the environment). LDC-9l • With prompting and support, run their finger under or over print as they pretend to read text. LDC-9n • Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-9o
<p>ELA.K.F.2.5 Identify letters and words within sentences.</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-9o • Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g • Use known letters and approximations of letters to write their own name and some familiar words. LDC-14d

Standard ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

2024 SC CCR ELA F.3	SC-ELS Alignment
<p>ELA.K.F.3.1 Identify, name, and form all upper and lowercase letters with automaticity.</p>	<ul style="list-style-type: none"> • Demonstrate an interest in learning the alphabet. LDC-12e • Show they know that letters function to represent sounds in spoken words. LDC-12f • Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g • Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “A-a-apple.”). LDC-12h • Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i • Use known letters and approximations of letters to write their own name and some familiar words. LDC-14d
<p>ELA.K.F.3.2 Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.</p>	<ul style="list-style-type: none"> • Demonstrate an interest in learning the alphabet. LDC-12e • Show they know that letters function to represent sounds in spoken words. LDC-12f • Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g • Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “A-a-apple.”). LDC-12h • Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i • Use known letters and approximations of letters to write their own name and some familiar words. LDC-14d

2024 SC CCR ELA F.3	SC-ELS Alignment
	<ul style="list-style-type: none"> Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). LDC-14e
ELA.K.F.3.3 Produce one-to-one letter-sound correspondences for each consonant with automaticity.	<ul style="list-style-type: none"> Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “A-a-apple.”). LDC-12h Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). LDC-14e
ELA.K.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word when decoding: <ol style="list-style-type: none"> in a closed syllable (VC: at; CVC: bat); in an open syllable (e.g., he, so, me, go, hi); and in a vowel consonant-e (VCe) syllable with prompting and support. 	<ul style="list-style-type: none"> Use known letters and approximations of letters to write their own name and some familiar words. LDC-14d Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). LDC-14e
ELA.K.F.3.5 Blend letter sounds to decode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words in isolation and in text.	
ELA.K.F.3.6 Delete, add, and substitute the initial, middle, and end letters in CVC words to build or make new words.	
ELA.K.F.3.7 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	
ELA.K.F.3.8 Decode and encode words using: <ol style="list-style-type: none"> VC; CV; 	

2024 SC CCR ELA F.3	SC-ELS Alignment
c. CVC; d. consonant digraphs (ch, sh, th, wh); and e. combination (e.g., qu).	

Standard ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.

2024 SC CCR ELA.F.4	SC-ELS Alignment
ELA.K.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	
ELA.K.F.4.2 Read texts orally with accuracy and expression.	<ul style="list-style-type: none"> Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m Imitate the special language in storybooks and story dialogue with accuracy and detail. LDC-10o Use informational texts and other media to learn about the world, and infer from illustrations, ask questions, and talk about the information. LDC-10p
ELA.K.F.4.3 Read texts by: <ul style="list-style-type: none"> a. using letter-sound knowledge to segment and blend sounds together; b. decoding the word by analogy; and c. using visuals from the text to support decoding and confirm recognition. 	<ul style="list-style-type: none"> Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m

Applications of Reading Crosswalk

Standard AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

2024 SC CCR ELA.AOR.1.1	SC-ELS Alignment
ELA.K.AOR.1.1 Identify and describe the main character(s), setting, and events that move the plot forward.	<ul style="list-style-type: none">• Imitate the special language in story-books and story dialogue with accuracy and detail. LDC-10o• Use informational texts and other media to learn about the world, and infer from illustrations, ask questions, and talk about the information. LDC-10p• Use knowledge of the world to make sense of more challenging texts. LDC-10q• Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r• Ask more focused and detailed questions about a story or the information in a book. LDC-10s• Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t• Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u

Standard AOR.1 Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

2024 SC CCR ELA.AOR.1.2	SC-ELS Alignment
ELA.K.AOR.1.2 Identify forms of figurative language to include alliteration and onomatopoeia, as well as descriptive words and rhyme in text.	<ul style="list-style-type: none">• Imitate the special language in story-books and story dialogue with accuracy and detail. LDC-10o• Use informational texts and other media to learn about the world, and infer from illustrations, ask questions, and talk about the information. LDC-10p• Use knowledge of the world to make sense of more challenging texts. LDC-10q• Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r• Ask more focused and detailed questions about a story or the information in a book. LDC-10s• Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t• Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u

Standard AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

2024 SC CCR ELA.AOR.2.1	SC-ELS Alignment
ELA.K.AOR.2.1 Retell familiar stories using main story elements in a literary text.	<ul style="list-style-type: none">• Imitate the special language in story-books and story dialogue with accuracy and detail. LDC-10o• Use informational texts and other media to learn about the world, and infer from illustrations, ask questions, and talk about the information. LDC-10p• Use knowledge of the world to make sense of more challenging texts. LDC-10q• Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r• Ask more focused and detailed questions about a story or the information in a book. LDC-10s• Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t• Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u

Standard AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

2024 SC CCR ELA.AOR.2.2	SC-ELS Alignment
ELA.K.AOR.2.2 Retell familiar texts by identifying the topic and supporting details in an informational text.	<ul style="list-style-type: none">• Imitate the special language in story-books and story dialogue with accuracy and detail. LDC-10o• Use informational texts and other media to learn about the world, and infer from illustrations, ask questions, and talk about the information. LDC-10p• Use knowledge of the world to make sense of more challenging texts. LDC-10q• Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r• Ask more focused and detailed questions about a story or the information in a book. LDC-10s• Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t• Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u

Standard: ELA.AOR.3 Evaluate how an author’s choice of point of view or perspective shapes style and meaning within and across literary texts.

2024 SC CCR ELA.AOR.3.1	SC-ELS Alignment
<p>ELA.K.AOR.3.1 Identify and explain the roles of the author and the illustrator of a story.</p>	<ul style="list-style-type: none"> • Imitate the special language in story-books and story dialogue with accuracy and detail. LDC-10o • Use informational texts and other media to learn about the world, and infer from illustrations, ask questions, and talk about the information. LDC-10p • Use knowledge of the world to make sense of more challenging texts. LDC-10q • Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r • Ask more focused and detailed questions about a story or the information in a book. LDC-10s • Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t • Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u

Standard ELA.AOR.4: Evaluate and critique how an author’s perspective and purpose shape style and meaning within and across informational texts.

2024 SC CCR ELA.AOR.4.1	SC-ELS Alignment
<p>ELA.K.AOR.4.1 Identify and explain the roles of the author and the illustrator in an informational text.</p>	<ul style="list-style-type: none"> • Imitate the special language in story-books and story dialogue with accuracy and detail. LDC-10o • Use informational texts and other media to learn about the world, and infer from illustrations, ask questions, and talk about the information. LDC-10p • Use knowledge of the world to make sense of more challenging texts. LDC-10q • Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r • Ask more focused and detailed questions about a story or the information in a book. LDC-10s • Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t • Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u

Standard ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

2024 SC CCR ELA.AOR.5.1	SC-ELS Alignment
ELA.K.AOR.5.1 Identify and describe the basic characteristics of literary text to include narrative, drama, and poetry.	<ul style="list-style-type: none">• Imitate the special language in story-books and story dialogue with accuracy and detail. LDC-10o• Use informational texts and other media to learn about the world, and infer from illustrations, ask questions, and talk about the information. LDC-10p• Use knowledge of the world to make sense of more challenging texts. LDC-10q• Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r• Ask more focused and detailed questions about a story or the information in a book. LDC-10s• Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t• Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u

Standard ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

2024 SC CCR ELA.AOR.5.2	SC-ELS Alignment
ELA.K.AOR.5.2 Identify and use text features such as titles, headings, subheadings, illustrations, and/or photographs to predict and confirm the topic of informational texts.	<ul style="list-style-type: none">• Imitate the special language in story-books and story dialogue with accuracy and detail. LDC-10o• Use informational texts and other media to learn about the world, and infer from illustrations, ask questions, and talk about the information. LDC-10p• Use knowledge of the world to make sense of more challenging texts. LDC-10q• Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r• Ask more focused and detailed questions about a story or the information in a book. LDC-10s• Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t• Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u

Standard ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

2024 SC CCR ELA.AOR.5.3	SC-ELS Alignment
ELA.K.AOR.5.3 Identify an author’s opinion about a topic in an informational text.	<ul style="list-style-type: none">• Imitate the special language in story-books and story dialogue with accuracy and detail. LDC-10o• Use informational texts and other media to learn about the world, and infer from illustrations, ask questions, and talk about the information. LDC-10p• Use knowledge of the world to make sense of more challenging texts. LDC-10q• Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r• Ask more focused and detailed questions about a story or the information in a book. LDC-10s• Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t• Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u

Standard ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.

2024 SC CCR ELA.AOR.6.1	SC-ELS Alignment
<p>ELA.K.AOR.6.1 Retell a text orally to enhance comprehension:</p> <ol style="list-style-type: none">include main character(s), setting, and important events for a story; andinclude topic and supporting details for an informational text.	<ul style="list-style-type: none">Imitate the special language in story-books and story dialogue with accuracy and detail. LDC-10oUse informational texts and other media to learn about the world, and infer from illustrations, ask questions, and talk about the information. LDC-10pUse knowledge of the world to make sense of more challenging texts. LDC-10qRelate personal experiences to an increasing variety of events described in familiar and new books. LDC-10rAsk more focused and detailed questions about a story or the information in a book. LDC-10sDiscuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10tDiscuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u

Standard ELA.AOR.7 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

2024 SC CCR ELA.AOR.7.1	SC-ELS Alignment
<p>ELA.K.AOR.7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none">a. ask and answer questions about words and phrases to determine their meaning; andb. use words and phrases acquired through conversations, being read to, and responding to texts.	<ul style="list-style-type: none">• Repeat familiar songs, chants, or rhymes. LDC-7p• Use a growing vocabulary that includes many kinds of words to express ideas clearly. LDC-7q• Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7r• Distinguish between real and made up words. LDC-7s

Standard ELA.AOR.8 Analyze word relationships and nuances in word meanings within literary and informational texts.

2024 SC CCR ELA.AOR.8.1	SC-ELS Alignment
<p>ELA.K.AOR.8.1 Determine the effectiveness of an author’s use of words and phrases in literary, informational, and multimedia texts:</p> <ol style="list-style-type: none"> sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships; deepen understanding of words by relating words to their opposites; and identify and explain descriptive words and phrases that suggest feelings or appeal to the senses. 	<ul style="list-style-type: none"> Repeat familiar songs, chants, or rhymes. LDC-7p Use a growing vocabulary that includes many kinds of words to express ideas clearly. LDC-7q Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7r Distinguish between real and made up words. LDC-7s

Standard ELA.AOR.9 Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.

2024 SC CCR ELA.AOR.9.1	SC-ELS Alignment
ELA.K.AOR.9.1 Use knowledge of morphemes to extract meaning from oral language in grade-appropriate content.	<ul style="list-style-type: none">• Repeat familiar songs, chants, or rhymes. LDC-7p• Use a growing vocabulary that includes many kinds of words to express ideas clearly. LDC-7q• Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7r• Distinguish between real and made up words. LDC-7s

Standard ELA.AOR.10: Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.

2024 SC CCR ELA.AOR.10.1	SC-ELS Alignment
ELA.K.AOR.10.1 Describe the relationship between visuals (e.g., illustrations, photographs) and the text.	

Research Crosswalk

Standard R1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

2024 SC CCR ELA.R.1	SC-ELS Alignment
ELA.K.R.1.1 Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.	

Communications Crosswalk

Standard C.1: Write arguments to support claims with clear reasons and relevant evidence.

2024 SC CCR ELA.C.1	SC-ELS Alignment
<p>ELA.K.C.1.1 Use a combination of drawing, dictating, and writing to state a topic and communicate an opinion and a supporting reason.</p>	<ul style="list-style-type: none"> • Represent thoughts and ideas in drawings and by writing letters or letter-like forms. LDC-13f • Incorporate representations of signs, logos or other commonly used symbols into their drawing or writing to communicate the messages that they convey. LCD-13g • Communicate their thoughts for an adult to write. LDC-13h • Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at a writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13i • Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational, and opinion). LCD-13j • Use a variety of writing tools and materials with increasing precision. LDC-15i • Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). LDC-15j • Use some conventional letters in their writing. LDC-15k

Standard C.2: Write informative/expository texts to analyze and explain complex ideas and information.

2024 SC CCR ELA.C.2	SC-ELS Alignment
ELA.K.C.2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting details.	<ul style="list-style-type: none">• Represent thoughts and ideas in drawings and by writing letters or letter-like forms. LDC-13f• Incorporate representations of signs, logos or other commonly used symbols into their drawing or writing to communicate the messages that they convey. LCD-13g• Communicate their thoughts for an adult to write. LDC-13h• Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at a writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13i• Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational, and opinion). LCD-13j• Use a variety of writing tools and materials with increasing precision. LDC-15i• Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). LDC-15j• Use some conventional letters in their writing. LDC-15k

Standard C.3: Write narratives to develop real or imagined experiences using effective techniques.

2024 SC CCR ELA.C.3	SC-ELS Alignment
ELA.K.C.3.1 Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order.	<ul style="list-style-type: none">• Represent thoughts and ideas in drawings and by writing letters or letter-like forms. LDC-13f• Incorporate representations of signs, logos or other commonly used symbols into their drawing or writing to communicate the messages that they convey. LCD-13g• Communicate their thoughts for an adult to write. LDC-13h• Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at a writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13i• Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational, and opinion). LCD-13j• Use a variety of writing tools and materials with increasing precision. LDC-15i• Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). LDC-15j• Use some conventional letters in their writing. LDC-15k

Standard C.4: Demonstrate command of standard English grammar and conventions when writing.

2024 SC CCR ELA.C.4	SC-ELS Alignment
<p>ELA.K.C.4.1 Form and use complete simple sentences. When writing:</p> <ol style="list-style-type: none"> capitalize the first word in a sentence and the pronoun I; identify and name end punctuation marks (e.g., periods, exclamation points, and question marks); identify and use periods to punctuate sentences; identify and use common singular and plural nouns; identify and use action verbs; and identify and use simple and declarative sentences. 	<ul style="list-style-type: none"> • Represent thoughts and ideas in drawings and by writing letters or letter-like forms. LDC-13f • Incorporate representations of signs, logos or other commonly used symbols into their drawing or writing to communicate the messages that they convey. LCD-13g • Communicate their thoughts for an adult to write. LDC-13h • Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at a writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13i • Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational, and opinion). LCD-13j • Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). LDC-15j • Use some conventional letters in their writing. LDC-15k • Use a variety of writing tools and materials with increasing precision. LDC-15i • Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). LDC-15j • Use some conventional letters in their writing. LDC-15k

Standard C.5 Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

2024 SC CCR ELA.C.5	SC-ELS Alignment
<p>ELA.K.C.5.1 With guidance and support, plan, revise, edit, and build on personal ideas and the ideas of others to strengthen writing.</p>	<ul style="list-style-type: none"> • Represent thoughts and ideas in drawings and by writing letters or letter-like forms. LDC-13f • Incorporate representations of signs, logos or other commonly used symbols into their drawing or writing to communicate the messages that they convey. LCD-13g • Communicate their thoughts for an adult to write. LDC-13h • Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at a writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13i • Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational, and opinion). LCD-13j • Use a variety of writing tools and materials with increasing precision. LDC-15i • Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). LDC-15j • Use some conventional letters in their writing. LDC-15k

Standard C.6 Write independently and legibly for a variety of tasks and purposes.

2024 SC CCR ELA.C.6	SC-ELS Alignment
<p>ELA.K.C.6.1 Print all uppercase and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences.</p>	<ul style="list-style-type: none">• Represent thoughts and ideas in drawings and by writing letters or letter-like forms. LDC-13f• Incorporate representations of signs, logos or other commonly used symbols into their drawing or writing to communicate the messages that they convey. LCD-13g• Communicate their thoughts for an adult to write. LDC-13h• Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at a writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13i• Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational, and opinion). LCD-13j• Use a variety of writing tools and materials with increasing precision. LDC-15i• Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). LDC-15j• Use some conventional letters in their writing. LDC-15k

Standard C.7 Organize and communicate ideas through a range of formats to engage a variety of audiences.

2024 SC CCR ELA.C.7	SC-ELS Alignment
<p>ELA.K.C.7.1 Present information orally in a logical order of events using conjunctions and temporal words (e.g., before, after).</p>	<ul style="list-style-type: none"> • Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l • Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m • Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n • Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o • Show an appreciation for and can use humor appropriately. LDC-2p • Answer more complex questions with an explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”) LDC-3f • Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g • Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4k • Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4l • Speak clearly enough to be understood by most people. LDC-4m • States point of view, likes and dislikes. LDC-4n • Relays messages accurately. LDC-4o • Expresses ideas in more than one way. LDC-4p • Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4k

2024 SC CCR ELA.C.7	SC-ELS Alignment
	<ul style="list-style-type: none"> • Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4l • Speak clearly enough to be understood by most people. LDC-4m • State point of view, likes and dislikes. LDC-4n • Relay messages accurately. LDC-4o • Express ideas in more than one way. LDC-4p • Describe experiences and create and/or retell longer narratives. LDC-5f • Speak in full sentences that are grammatically correct most of the time. LDC-6i

Standard C.8 Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

2024 SC CCR ELA.C.8	SC-ELS Alignment
<p>ELA.K.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts:</p> <ol style="list-style-type: none"> enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and consider the ideas of others while engaging in conversations. 	<ul style="list-style-type: none"> • Show understanding of increasingly complex sentences. LDC-1n • Respond to requests for information or action. LDC-1o • Follow more detailed multistep directions. LDC-1p • Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l • Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m • Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n • Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o • Show an appreciation for and can use humor appropriately. LDC-2p • Answer more complex questions with an explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”) LDC-3f • Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g • Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4k • Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4l • Speak clearly enough to be understood by most people. LDC-4m • States point of view, likes and dislikes. LDC-4n • Relays messages accurately. LDC-4o

2024 SC CCR ELA.C.8	SC-ELS Alignment
	<ul style="list-style-type: none"> • Expresses ideas in more than one way. LDC-4p • Describe experiences and create and/or retell longer narratives. LDC-5f • Speak in full sentences that are grammatically correct most of the time. LDC-6i

Standard C.9 Evaluate and critique ideas and concepts interactively through listening and speaking.

2024 SC CCR ELA.C.9	SC-ELS Alignment
<p>ELA.K.C.9.1 Ask and answer questions in conversation on a topic.</p>	<ul style="list-style-type: none"> • Show understanding of increasingly complex sentences. LDC-1n • Respond to requests for information or action. LDC-1o • Follow more detailed multistep directions. LDC-1p • Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l • Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m • Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n • Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o • Show an appreciation for and can use humor appropriately. LDC-2p • Answer more complex questions with an explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”) LDC-3f • Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g • Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4k • Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4l • Speak clearly enough to be understood by most people. LDC-4m • States point of view, likes and dislikes. LDC-4n • Relays messages accurately. LDC-4o • Expresses ideas in more than one way. LDC-4p • Describe experiences and create and/or retell longer narratives. LDC-5f

2024 SC CCR ELA.C.9	SC-ELS Alignment
	<ul style="list-style-type: none"> • Speak in full sentences that are grammatically correct most of the time. LDC-6i