

HOW TO NAVIGATE THIS DOCUMENT

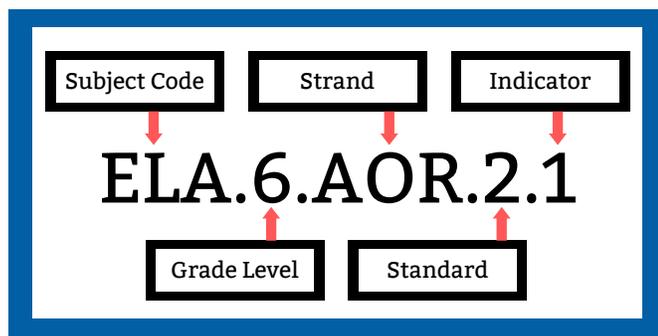
OVERALL DOCUMENT ORGANIZATION

The standards are first divided by strand: Foundations of Literacy, Applications of Reading, Research, and Written and Oral Communications. Under each strand, there are standards. These standards span Kindergarten through English 4 in most cases. In instances where they do not, such as handwriting, there is clarification provided. Under each standard, there are indicators that represent the end-of-year learning expectation.

STANDARDS PRESENTATION

Standards are articulated in two forms in this document. Within the context of the standards document, standards and indicators are articulated by grade level. In Appendix B, standards and indicators are articulated vertically to ensure the visibility of progression of standards. Teachers are encouraged to review other grade levels to acknowledge the degree of mastery expected at varying stages of development. Appendix B would also be helpful for teachers who seek to remediate or extend the learning of students through differentiated instruction. Foundations of Literacy has a different appearance from Applications of Reading and Written and Oral Communications. This was an intentional choice by the writing committee because in the Foundations of Literacy, it is important to view the K-2 band as a whole to account for what we know about students' progression on the reading process continuum. Teachers are encouraged to move forward and backward within indicator levels according to the needs of their students.

CODING



Strand	Code
Foundations of Literacy	F
Applications of Reading	AOR
Research	R
Written and Oral Communication	C
Overarching Expectations	OE

GRADE-LEVEL ENTERING STATEMENTS

The grade-level entering statements are used to explain the text types that are appropriate for each grade level as well as any shifts that are made in that grade level.

STANDARDS AND INDICATORS

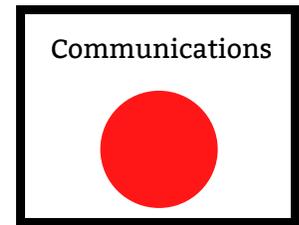
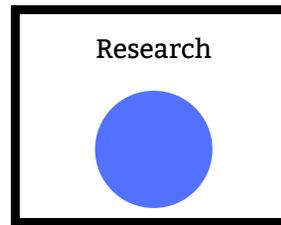
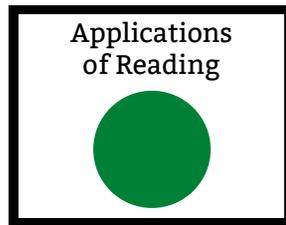
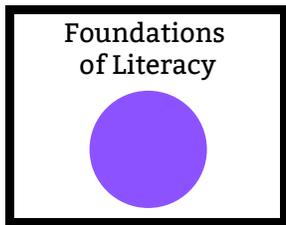
According to the Procedures for *Cyclical Review of Current South Carolina K-12 Academic Standards and for the Development of New Academic Standards*, “Academic standards are statements of the most important, consensually determined expectations for student learning in a particular discipline. Each of the newly revised South Carolina standards statements will be supported by specific instructional objectives called indicators” (2016). Indicators represent the end-of-academic year expectations of learning for each grade level.

INDICATOR INSIGHTS

Indicator Insights provide understanding to the language of the indicator for the classroom teacher. The language included in this section builds upon previous Indicator Insights, so refer back to previous grades. These insights are not to confine students into certain performances but to provide a starting point for instruction. Additionally, Indicator Insights are not intended to provide clarification for assessment. Rather, they are intended to assist in the understanding of the indicator itself.

STANDARDS COLOR-CODING

Throughout the document you will see the following color-coding corresponding to the four strands.



APPENDIX A

Foundations of Literacy Standards, Grade Band

Articulations: This section provides the kindergarten through second grade articulation of the Foundations of Literacy Strand.

APPENDIX B

Vertical Progression of

Spiraled Standards: Vertical articulations serve to help clarify how concepts and skills develop from grade level to grade level. This section provides the vertical articulations of Applications of Reading and Written and Oral Communications.

APPENDIX C

Acknowledgements:

This section details the members involved in the development of these standards.