



Notable Grade-Band Shifts in the *2024 SC CCR ELA Standards*

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Contents

Introduction and Overview..... 1

10 Things Every K-2 Teacher Should Notice in the *2024 SC CCR ELA Standards*2

10 Things Every 3-5 Teacher Should Notice in the *2024 SC CCR ELA Standards*4

10 Things Every 6-8 Teacher Should Notice in the *2024 SC CCR ELA Standards*6

10 Things Every E1-E4 Teacher Should Notice in the *2024 SC CCR ELA Standards*8

Introduction and Overview

This document is designed to support educators in understanding key shifts and updates in the *2024 SC CCR ELA Standards* by providing grade-band-specific summaries that highlight the top ten most notable changes in the new standards. Organized by grade bands (K–2, 3–5, 6–8, and English 1-English 4), each list is accompanied by a printable infographic to support quick reference and professional learning. While these highlights reflect important shifts, they are not intended to be exhaustive or to capture every change from the *2015 SC CCR ELA Standards*. Instead, they serve as a starting point for deeper exploration and collaborative discussion as educators align instruction to the updated expectations.

To help educators easily navigate and reference the *2024 South Carolina CCR ELA Standards*, a consistent coding system is used throughout the document. Each strand within the standards is represented by an abbreviation: *Foundations of Literacy* is coded as **F**, *Applications of Reading* as **AOR**, *Research* as **R**, and *Written and Oral Communication* as **C**. These codes are used within this document to clarify the strand and facilitate efficient cross-referencing.

10 Things Every K-2 Teacher Should Notice in the 2024 SC CCR ELA Standards

Phonological and Phonemic Awareness (F.1)

- In Kindergarten, students are expected to count the number of words in a spoken sentence.
- In Kindergarten, students are expected to recognize alliterative spoken words. In Grade 1, students are expected to produce alliterative spoken words.

Explicit and Systematic Instruction (F.3.8)

- There are expectations for explicit and systematic phonics instruction.

Characters, Setting, and Plot (AOR.1.1)

- Characters, setting, and plot are combined into one indicator to create developmentally appropriate grade-level expectations.
- Events that move the plot forward are what characters do or events that happen; events can include, but are not limited to, cause and effect and problem and solution relationships.

Literary Text Structures (AOR.5.1)

- Students progress from identifying and describing the basic characteristics of literary text to include narrative, drama, and poetry (K) to identifying and explaining the differences between texts that tell stories and texts that provide information (1) to describing the basic structure of a literary text (2).

New Indicator for Argument and Rhetoric (AOR.5.3)

- AOR 5.3 is a new indicator for grades K-2.
- In Kindergarten, students are expected to identify an author's opinion about a topic in an informational text.

Author's Use of Language (AOR.8.1)

- Students are expected to determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts.
- In Kindergarten, this includes the ability to sort words and phrases into categories to develop an understanding of word relationships and the identification and explanation of descriptive words and phrases that suggest feelings or appeal to the senses.
- In Grade 2, this includes distinguishing nuances of meaning between closely related verbs and adjectives.

Grammar and Conventions (C.4.1)

- Grammar and conventions expectations have been heavily revised for developmental appropriateness.

Handwriting (C.6.1)

- There are no expectations for cursive writing in Grades K-2.
- In Kindergarten, students are expected to print all uppercase and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing while using appropriate spacing for letters, words, and sentences.

Oral Presentations (C.7.1)

- Students are expected to present information orally in a logical order.
- In Kindergarten, this includes using conjunctions and temporal words.
- In Grade 1, this includes using complete sentences, appropriate volume, and clear pronunciation.
- In Grade 2, this includes using appropriate facts and details, demonstrating appropriate speaking techniques, and identifying and using appropriate digital tools to enhance verbal communication with support from adults.

Listening and Speaking (C.9.1)

- The expectations for evaluating and critiquing concepts interactively through listening and speaking have been revised heavily for developmental appropriateness.

A link to a printable infographic version of this list is available [here](#).

10 Things Every 3-5 Teacher Should Notice in the 2024 SC CCR ELA Standards

Fluency (F.4.2)

- Expectations for reading fluency extend into fourth and fifth grades.
- Appropriate rate is based on the fluency scoring system used in the school or district.

Decoding (F.4.3)

- Expectations for decoding strategies extend into third grade.
- Decoding the words by analogy means recognizing how the word or word parts may be similar to another known word or word parts.

Plot Development (AOR.1.1)

- Students progress from explaining how one or more characters develop throughout the plot (3) to explaining how setting and conflict cause characters to change and how conflict contributes to plot development (4) to analyzing how setting, characters, and conflict impact plot development (5).

Literary Text Structures (AOR.5.1)

- Students progress from explaining how sections of a literary text build on one another and contribute to the overall structure (3) to comparing and contrasting structural elements of literary texts (4) to explaining how a sequence of paragraphs, chapters, scenes, or stanzas fit together to provide the overall structure of a narrative, drama, or poem (5).

Author's Use of Language (AOR.8.1)

- In Grade 3, students are expected to determine an author's use of words and phrases in grade-level literary, informational, and multimedia texts, including distinguishing between literal and nonliteral meanings and determining word relationships.
- In Grades 4 and 5, students are expected to determine an author's use of figurative and technical language in grade-level literary, informational, and multimedia texts.

Research Expectations (R.1)

- There is a shift from general inquiry expectations to more explicit research expectations.

Grammar and Conventions (C.4.1)

- Grammar and conventions expectations have been heavily revised for developmental appropriateness.

Cursive Writing (C.6.1)

- In Grade 3, students are expected to write in cursive all uppercase and lowercase letters.
- In Grades 4 and 5, students are expected to demonstrate fluent and legible cursive writing skills.

Oral Presentations (C.7.1)

- In Grade 4, students are expected to present for a variety of purposes and audiences.
- In Grade 5, students are expected to present information orally to report on a topic or text, present an opinion, tell a story, or recount an experience, sequencing ideas logically and using appropriate and relevant facts. In addition, students are expected to use digital tools to produce multimedia texts and/or visual aids with support from peers and adults.

Listening and Speaking (C.9.1)

- The expectations for evaluating and critiquing concepts interactively through listening and speaking have been revised heavily for developmental appropriateness.

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10 Things Every 6-8 Teacher Should Notice in the 2024 SC CCR ELA Standards

Clearly Defined Terms (AOR.3.1 and AOR.4.1)

- Perspective is how the narrator and/or characters perceive what is taking place within the story.
- Point of view is the type of narrator used to tell a story.

Introduction of Rhetoric (AOR.5.3)

- The rhetorical appeals of ethos, pathos, and logos are now introduced in the sixth grade.
- Students are expected to trace the development of an author's argument while identifying the types of reasoning (inductive, deductive, and causal).

Summarization and Paraphrasing (AOR.6.1)

- Summarize means to condense a section of text or an entire text to its most important ideas and information.
- Summarizing leads to analysis and should be used as a strategy to enhance the comprehension of the text.
- Paraphrasing is introduced in Grade 6.

Author's Use of Language (AOR.8.1)

- Students are expected to interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts.
- Teachers can use AOR 1.2 to identify the types of figurative language students are expected to know.

New Indicator (AOR.10.1)

- AOR 10.1 is a new indicator for Grades 7-8.
- Students should be able to evaluate a text or subject presented through different multimedia formats and analyze how each media's portrayal of the text or subject impacts the audience.

Research Expectations (R.1)

- There is a shift from general inquiry expectations to more explicit research expectations.

Research Expectations (R.1.1)

- Research can include both short and more sustained tasks.
- While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

Modes of Writing (C.1.1, C.2.1, and C.3.1)

- There are shifts in expectations for argumentative writing, informative/expository writing, and narrative writing.
- Plot structure development involves students' ***application*** of the terms exposition, rising action, climax, falling action, and conclusion rather than recall of definitions.

Grammar and Conventions (C.4.1)

- Grammar and conventions expectations have been heavily revised for developmental appropriateness.

Listening and Speaking (C.9.1)

- The expectations for evaluating and critiquing concepts interactively through listening and speaking have been revised heavily for developmental appropriateness.

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10 Things Every E1-E4 Teacher Should Notice in the 2024 SC CCR ELA Standards

Clearly Defined Terms (AOR.3.1 and AOR.4.1)

- Perspective is how the narrator and/or characters perceive what is taking place within the story.
- Point of view is the type of narrator used to tell a story.

Progression of Rigor (AOR.5.3)

- There are intentional progressions of expectations of rigor. For example, English 4 requires students to critique.
- Notice the progression from analyzing one author's argument (E1) to evaluating and critiquing multiple arguments about a similar topic (E4).

Summarization and Paraphrasing (AOR.6.1)

- Summarize means to condense a section of text or an entire text to its most important ideas and information.
- Summarizing and paraphrasing lead to analysis and should be used as a strategy to enhance the comprehension of the text.

Author's Use of Language (AOR.8.1)

- Students are expected to interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts.

New Indicator for Print and Non-Print Formats (AOR.10.1)

- AOR 10.1 is a new indicator for English 1-3.
- Students should be able to articulate the advantages and disadvantages of using different multimedia. Expectations progress from explain (E1) to evaluate (E3). Students in English 4 are expected to evaluate and critique.

Research Expectations (R.1)

- There is a shift from general inquiry expectations to more explicit research expectations.

Research Expectations (R.1.1)

- Research can include both short and more sustained tasks.
- While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

Modes of Writing (C.1.1, C.2.1, and C.3.1)

- There are shifts in expectations for argumentative writing, informative/expository writing, and narrative writing.

- Narratives within other modes of writing refers to the inclusion of a narrative excerpt or anecdote in other forms of writing (e.g., argument, informative, etc.).

Grammar and Conventions (C.4.1)

- Grammar and conventions expectations have been heavily revised for developmental appropriateness.

Listening and Speaking (C.9.1)

- The expectations for evaluating and critiquing concepts interactively through listening and speaking have been revised heavily for developmental appropriateness.

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