

## Corrective Edits to the 2024 SC CCR ELA Standards Document

“Every author needs a careful reader” (D. Reeves, 2023). This document serves to notify educators about corrective revisions made to address print and formatting errors in the *2024 SC CCR ELA Standards Document*. We extend our gratitude to our diligent educator partners who meticulously reviewed the standards document and offered valuable editorial feedback.

**Revision Date:** June 2023

- **ELA.4.AOR.8.1:** (p. 76 in the *2024 SC CCR ELA Standards*)
  - Print error: The indicator was revised to match the language in the Vertical Articulations in Appendix B. Revision:
    - ELA.4.AOR.8.1 Determine the author’s use of words and phrases in grade-level literary, informational, and multimedia texts:
      - a. distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps);
      - b. explain the meaning of commonly occurring similes, metaphors, and idioms; and
      - c. demonstrate knowledge of relationships between words (e.g., synonyms and antonyms) to better understand each of the words.
- **ELA.4.C.7.1a:** (pg. 81 in the *2024 SC CCR ELA Standards*)
  - The indicator was revised to remove the capital letter from ‘demonstrate.’ Revision:
    - a. demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes and audiences; and
- **ELA.5.F.3.1:** (p. 84 in the *2024 SC CCR ELA Standards*)
  - The indicator was revised to remove an additional period at the end of ELA.5.F.3.1.
- **ELA.6.C.4.1c:** (pg. 99 in the *2024 SC CCR ELA Standards*)
  - Print error: The indicator was revised to match the language in the Vertical Articulations in Appendix B. Revision:
    - ELA.6.C.4.1c
      - use a colon to introduce a quotation; use a hyphen in a compound adjective with numbers (e.g., two-hour movie, 30-minute class);
- **ELA.E3.R.1.1:** (pg. 142 in the *2024 SC CCR ELA Standards*)
  - The indicator was revised to remove the additional space before “conduct” in indicator ELA.E3.R.1.1.

**Revision Date:** July 2024

- **Standards Document Title**
  - The title of the document was revised from *2023 SC CCR ELA Standards* to read *2024 SC CCR ELA Standards* to align with the year of implementation.
- **Standards Codes:** (pgs. 31-156 in the *2024 SC CCR ELA Standards*)
  - All standards codes were underlined and bolded.
- **Standards Map:** (pg. 8 in the *2024 SC CCR ELA Standards*)
  - The heading at the top of the page was moved from center to left alignment.
  - The image of the Standards Map was cropped for visibility.
- **Six Essential Foundations:** (pgs. 10-15 in the *2024 SC CCR ELA Standards*)
  - “Because the grade-level indicators vertically progress,” was revised to remove “the SC CCR ELA ” before the word “grade” on pg. 11.
  - Revised the word “indicator” to correct a misspelling on pg. 15.
- **Explanation of Strands:** (pgs. 17-20 in the *2024 SC CCR ELA Standards*)
  - Paragraph 1 on pg. 17 was revised to match the format of the sections that follow on pgs.18-20.
  - A period was added to the end of paragraph 2 on pg. 17.
  - The title of Appendix B was added in parentheses in line 5 of paragraph 3 on pg. 17.
  - “Torgeson” was changed to “Torgesen” in line 1 of paragraph 5 on pg. 17.
- **ELA.K.F.1.3 Indicator Insight:** (pg. 31 in the *2024 SC CCR ELA Standards*)
  - The Indicator Insight was revised to include “Students are expected to use pictures and spoken words when working with rhyming words depending on the objective of the lesson.”
- **ELA.K.F.1.4:** (pg. 31 and pg. 157 in the *2024 SC CCR ELA Standards*)
  - The language of this indicator was revised to directly state the phrase “Count, segment, and blend syllables in spoken words including,” which was previously implied.
- **ELA.F.K.1.6 Indicator Insight:** (pg. 31 in the *2024 SC CCR ELA Standards*)
  - The Indicator Insight was revised to read “Say ‘cat’. What sound do you hear at the beginning? In the middle? At the end? Students are not expected to identify /l/, /r/, /x/ because the /l/ in the final position is often not articulated clearly, /r/ in the final position is vowel controlled, and /x/ because it is made up of two phonemes (/k/ + /s/).”
- **ELA.K.F.1.6:** (pg. 31 and pg.158 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to add “i.e.” at the beginning of the opening parenthesis.
  - This indicator was revised to replace “or” with “and” in “(VC and CVC)” for parallel structure.

- **ELA.F.K.1.7 Indicator Insight:** (pg. 31 in the *2024 SC CCR ELA Standards*)
  - The Indicator Insight was revised to include “This indicator relates to the sounds of words. The sounds remain the same, regardless of known spelling patterns to proficient readers. For example “say ‘met’, but don’t say /t/. The result would be “meh” not “mee”, but “meh’ with the letter “e” retaining the /e/ sound as in “edge”. This task is about the sounds, not spelling patterns. Kindergarten students are not expected to delete medial sounds in phonemic awareness due to the impact on cognitive load for holding onto sounds in words. For more information on phonemic awareness tasks, see the *Foundations of Literacy Support Document*.”
- **ELA.K.F.2.3 Indicator Insight:** (pg. 32 in the *2024 SC CCR ELA Standards*)
  - The Indicator Insight was revised to include “Page by page means when the book is open and a student reads the left page, then the student moves to the top of the right page. Page by page also means a student reads a page and turns to the next page to continue reading.
- **ELA.K.F.3.3 Indicator Insight:** (pg. 32 in the *2024 SC CCR ELA Standards*)
  - The Indicator Insight was revised to include “This indicator is expected in oral and written production.”
- **ELA.K.F.3.6:** (pg. 32 and pg. 162 in the *2024 SC CCR ELA Standards*)
  - The language of the indicator was revised to use the words “medial” and “final” in place of “middle” and “end” to align with first and second grade indicator language.
- **ELA.K.F.3.8d:** (pg. 32 and pg. 162 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to add “i.e.” at the beginning of the opening parenthesis.
- **ELA.K.F.3.8e:** (pg. 32 and pg. 162 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to replace “e.g.” with “i.e.” at the beginning of the opening parenthesis.
- **ELA.1.F.1.5 Indicator Insight:** (pg. 41 in the *2024 SC CCR ELA Standards*)
  - The Indicator Insight was revised to include “Blending and segmenting onset and rime in multisyllabic words is a progression from the kindergarten expectation. For example, in the word *silly*, the onset is /s/ and the rime is /illy/. In the word *cheesy*, the onset is /ch/ and rime is /eesy/.”
- **ELA.1.F.3.4a:** (pg. 42 and pg. 161 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to remove “and encode” from the sub-indicator.
- **ELA.1.F.3.4b:** (pg. 43 and pg. 161 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to add “i.e.” at the beginning of the opening parenthesis.
- **ELA.1.F.3.4c:** (pg. 43 and pg. 161 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to add “i.e.” at the beginning of the opening parenthesis.

- **ELA.1.F.3.6:** (pg. 43 and pg. 162 in the *2024 SC CCR ELA Standards*)
  - The language of the indicator was revised to use the words “medial” and “final” in place of “middle” and “end” to align with kindergarten and second grade indicator language.
- **ELA.1.F.3.6 Indicator Insight:** (pg. 43 in the *2024 SC CCR ELA Standards*)
  - The Indicator Insight was revised to include “Students should build or make new words based on the scope and sequence of what has been taught from ELA.K.F.3.8 and ELA.1.F.3.8.”
- **ELA.1.F.3.8a:** (pg. 43 and pg. 163 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to remove an asterisk at the end of the sub-indicator.
- **ELA.1.F.3.8b:** (pg. 43 and pg. 162 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to add “i.e.” at the beginning of the opening parenthesis.
- **ELA.1.F.3.8c:** (pg. 43 and pg.162 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to add “i.e.” at the beginning of the opening parenthesis.
  - This indicator was revised to add “ng” as an example within the parentheses.
- **ELA.1.F.3.8d:** (pg. 43 and pg.162 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to add a comma after “e.g.”
  - This indicator was revised to add an asterisk at the end of the sub-indicator.
- **ELA.1.F.3.8e:** (pg. 43 and pg. 162 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to replace “e.g.” with “i.e.” at the beginning of the opening parenthesis.
- **ELA. 1.F.3.8g:** (pg. 43 and pg. 162 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to use the term “vowel-r” in place of “r-controlled vowel.”
- **ELA.1.F.3.8l:** (pg. 43 and pg. 163 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to remove an asterisk at the end of the sub-indicator.
- **ELA.1.F.3.8n:** (pg. 43 and pg. 163 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to remove an asterisk at the end of the sub-indicator.
- **ELA.2.F.3.4a:** (pg. 53 and pg. 161 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to add “i.e.” at the beginning of the opening parenthesis.
- **ELA.2.F.3.6:** (pg. 53 and pg. 162 in the *2024 SC CCR ELA Standards*)
  - The language of the indicator was revised to use the words “medial” and “final” in place of “middle” and “end” to align with kindergarten and first grade indicator language.

- **ELA.2.F.3.8a:** (pg.53 and pg.162 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to add “i.e.” at the beginning of the opening parenthesis.
  - This indicator was revised to add “ng” as an example within the parentheses.
- **ELA.2.F.3.8f:** (pg. 54 and pg. 162 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to add “i.e.” at the beginning of the opening parenthesis.
- **ELA.2.F.3.8g:** (pg. 54 and pg. 163 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to add “i.e.” at the beginning of the opening parenthesis.
- **ELA.2.F.3.8k and l:** (pg.54 and pg. 162 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to combine sub-indicators k and l in order to align with kindergarten and 1st grade sub-indicators.
- **3rd Grade Grade Level Entrance Statement:** (pg. 62 in the *2024 SC CCR ELA Standards*)
  - Paragraph 4 of the Grade Level Entrance Statement was revised to include the statement “Third graders also read a variety of informational texts in print and multimedia formats as well as...”
- **ELA.6.AOR.7.1 Indicator Insight:** (p.95 in the *2024 SC CCR ELA Standards*)
  - The indicator insight was revised to correct the spelling of “work” to “word.”
    - “In grade 6, context refers to the position and function of the word in the text.”
- **ELA.6.C.1.1 Indicator Insight:** (pg. 99 in the *2024 SC CCR ELA Standards*)
  - An Indicator Insight was revised to include "See *Glossary and Rhetoric Support Document* for clarity on alternative perspective.”
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- **ELA.6.C.4.1e:** (pg. 99 and 200 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised to remove “and apply to writing compound-complex sentences to add variety” and read “explain the function of definite and indefinite articles;”
- **English 3 Grade Level Entrance Statement:** (pg. 139 in the *2024 SC CCR ELA Standards*)
  - The word “stills” was revised to read “skills” in paragraph 1.
- **ELA.3.AOR.8.1.a Appendix B:** (pg. 179 in the *2024 SC CCR ELA Standards*)
  - This indicator was revised so that "words" is fully bolded.
- **ELA.R Appendix B:** (pgs. 184-187 in the *2024 SC CCR ELA Standards*)
  - The title of the table was revised from “Investigating and Refining Knowledge” to “Research.”

- **ELA.C.7.1 Appendix B:** (pgs. 207-208 in the *2024 SC CCR ELA Standards*)
  - Bolding was added to "purposes" in ELA.3.C.7.1.
  - Bolding was removed from “purposes” in ELA.4.C.7.1.
  - Bolding was removed from “purposes” in ELA.6.C.7.1.
- **References:** (pg. 218 in the *2024 SC CCR ELA Standards*)
  - Ball & Blachman citation added to the Explanation of Strands section.
  - Both Foorman citations in the Explanation of Strands section were updated to align with APA Style.

**Revision Date:** August 2025

- **ELA.AOR.3.1, Appendix B** (pg. 172 in the *2024 SC CCR ELA Standards*)
  - Bolding was added to “dramatic irony” in ELA.8.AOR.3.1.
  - Bolding was removed from “dramatic irony” in ELA.E1.AOR.3.1.
- **ELA.AOR.5.3, Appendix B** (pg. 176 in the *2024 SC CCR ELA Standards*)
  - Bolding was added to “topic” in ELA.K.AOR.5.3.
  - Bolding was removed from “topic” in ELA.1.AOR.5.3.
  - Bolding was removed from “opinion” in ELA.1.AOR.5.3.
- **ELA.C.1.1, Appendix B** (pg. 191 in the *2024 SC CCR ELA Standards*)
  - Bolding was added to “style” in ELA.E1.C.1.1e.
  - Bolding was removed from “style” in ELA.E2.C.1.1d.
- **ELA.C.7.1, Appendix B** (pgs. 208-209 in the *2024 SC CCR ELA Standards*)
  - Bolding was added to “online platforms” in ELA.E1.C.7.1d.
  - Bolding was removed from “online platforms” in ELA.E2.C.7.1d.
  - Bolding was added to “style” in ELA.E2.C.7.1.
  - Bolding was removed from “style” in ELA.E3.7.1.
- **ELA.C.8.1, Appendix B** (pg. 212 in the *2024 SC CCR ELA Standards*)
  - Bolding was added to “diverse perspectives” in ELA.5.C.8.1b.
  - Bolding was removed from “diverse perspectives” in ELA.6.C.8.1b.