



**South Carolina College- and Career-Ready
Standards and Indicators for
Kindergarten**

Inquiry-Based Literacy Standards (I)

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

- 1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

- 2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

- 3.1 With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.
- 3.2 With guidance and support, select information, revise ideas, and record and communicate findings.

Standard 4: Synthesize integrated information to share learning and/or take action.

- 4.1 With guidance and support, discover relationships and patterns during the inquiry process.
- 4.2 With guidance and support, use tools to communicate findings.
- 4.3 With guidance and support, reflect on findings.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

- 5.1 With guidance and support, recognize the value of individual and collective thinking.
- 5.2 With guidance and support monitor and assess learning to guide inquiry.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Reading - Literary Text (RL)

Principles of Reading

Standard 1: Demonstrate understanding of the organization and basic features of print.

- 1.1 Follow words from left to right, top to bottom, and front to back.
- 1.2 Recognize that spoken words are represented in written language by specific sequences of letters.
- 1.3 Understand that words are separated by spaces in print.
- 1.4 Recognize and name all upper- and lowercase letters of the alphabet.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

- 2.1 Recognize and produce rhyming words.
- 2.2 Count, pronounce, blend, and segment syllables in spoken words.
- 2.3 Blend and segment onsets and rimes of single-syllable spoken words.
- 2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
- 2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 3.1 Produce one-to-one letter-sound correspondences for each consonant.
- 3.2 Associate long and short sounds of the five major vowels with their common spellings.
- 3.3 Read regularly spelled one-syllable words.
- 3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.

- 3.5 Read common high-frequency words.
- 3.6 Recognize grade-appropriate irregularly spelled words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

- 4.1 Read emergent-reader texts with purpose and understanding.
- 4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.
- 4.3 Use picture cues to confirm or self-correct word recognition and understanding.

Meaning and Context

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

- 5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.
- 5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.

Standard 6: Summarize key details and ideas to support analysis of thematic development.

- 6.1 Describe the relationship between illustrations and the text.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.
- 7.2 Read or listen closely to compare familiar texts.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

- 8.1 With guidance and support, read or listen closely to:
 - a. describe characters and their actions;
 - b. compare characters' experiences to those of the reader;
 - c. describe setting;
 - d. identify the problem and solution; and
 - e. identify the cause of an event.

Language, Craft, and Structure

Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

- 9.1 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.
- 9.2 With guidance and support, identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- 10.1 With guidance and support, ask and answer questions about known and unknown words.
- 10.2 With guidance and support, identify new meanings for familiar words and apply them accurately.
- 10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.
- 10.4 With guidance and support, identify the individual words used to form a compound word.
- 10.5 With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.
- 10.6 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.

- 11.1 Identify the author and illustrator and define the role of each.
- 11.2 Identify who is telling the story, the narrator or characters.

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

- 12.1 Recognize and sort types of literary texts.
- 12.2 Recognize the crafted text structure of recurring phrases.

Range and Complexity

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

- 13.1 Engage in whole and small group reading with purpose and understanding.
- 13.2 Read independently for sustained periods of time to build stamina.
- 13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Reading - Informational Text (RI)

Principles of Reading

Standard 1: Demonstrate understanding of the organization and basic features of print.

- 1.1 Follow words from left to right, top to bottom, and front to back.
- 1.2 Recognize that spoken words are represented in written language by specific sequences of letters.
- 1.3 Understand that words are separated by spaces in print.
- 1.4 Recognize and name all upper- and lowercase letters of the alphabet.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

- 2.1 Recognize and produce rhyming words.
- 2.2 Count, pronounce, blend, and segment syllables in spoken words.
- 2.3 Blend and segment onsets and rimes of single-syllable spoken words.
- 2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
- 2.5 Add or substitute individual sounds in simple, single-syllable words to make new words.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 3.1 Produce one-to-one letter-sound correspondences for each consonant.
- 3.2 Associate long and short sounds of the five major vowels with their common spellings.
- 3.3 Read regularly spelled single-syllable words.
- 3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.
- 3.5 Read common high-frequency words.
- 3.6 Recognize grade-appropriate irregularly spelled words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

- 4.1 Read emergent-reader texts with purpose and understanding.
- 4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.
- 4.3 Use picture cues to confirm or self-correct word recognition and understanding.

Meaning and Context

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.

- 5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.
- 5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.

Standard 6: Summarize key details and ideas to support analysis of central ideas.

- 6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.

Language, Craft, and Structure

Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

- 8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.
- 8.2 With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.

Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- 9.1 With guidance and support, ask and answer questions about known and unknown words.
- 9.2 With guidance and support, identify new meanings for familiar words and apply them accurately.
- 9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.
- 9.4 With guidance and support, use print and multimedia resources to explore word relationships and meanings.
- 9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.

Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.

- 10.1 Identify the author and illustrator and define the role of each.

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

- 11.1 With guidance and support, explore informational text structures within texts heard or read.
- 11.2 With guidance and support, identify the reasons an author gives to support a position.

Range and Complexity

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

- 12.1 Engage in whole and small group reading with purpose and understanding.
- 12.2 Read independently for sustained periods of time.
- 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Writing (W)

Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as

- learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors’ craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Meaning, Context, and Craft

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

- 1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.
- 1.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.
- 2.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- 3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.
- 3.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

Language

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 4.1 With guidance and support, use nouns.
- 4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.
- 4.3 With guidance and support, understand and use interrogatives.
- 4.4 With guidance and support, use verbs.
- 4.5 With guidance and support, use adjectives.
- 4.6 With guidance and support, use prepositional phrases.

- 4.7 With guidance and support, use conjunctions.
- 4.8 Produce and expand complete sentences.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 5.1 Capitalize the first word in a sentence and the pronoun *I*.
- 5.2 Recognize and name end punctuation.
- 5.3 Write letter(s) for familiar consonant and vowel sounds.
- 5.4 Spell simple words phonetically.
- 5.5 Consult print and multimedia resources to check and correct spellings.

Range and Complexity

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

- 6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.
- 6.2 Print upper- and lower-case letters.
- 6.3 Recognize that print moves from left to right and that there are spaces between words.
- 6.4 Locate letter keys on an electronic device.

Communication (C)

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Meaning and Context

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

- 1.1 Explore and create meaning through play, conversation, drama, and storytelling.
- 1.2 Practice the skills of taking turns, listening to others, and speaking clearly.
- 1.3 Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.
- 1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.
- 1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

- 2.1 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.
- 2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

- 3.1 Explore how ideas and topics are depicted in a variety of media and formats.
- 3.2 Use appropriate props, images, or illustrations to support verbal communication.

Language, Craft, and Structure

Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.

- 4.1 Identify speaker's purpose.
- 4.2 Identify the introduction and conclusion of a presentation.
- 4.3 Identify when the speaker uses intonation and word stress.

