South Carolina
College- and Career-Ready Standards for English Language Arts

South Carolina
State Department of Education
Columbia, South Carolina
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Introduction

The *South Carolina College- and Career-Ready Standards for English Language Arts (ELA) 2015* are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for South Carolina's students. The standards are designed to ensure that South Carolina students are prepared to enter and succeed in economically viable career opportunities or postsecondary education and ensuing careers.

Standards Process

These standards were created through a collaborative process by a writing team selected from applications submitted by interested educators consisting of current and retired South Carolina classroom teachers, instructional coaches, district leaders, higher education faculty members, and educators who specialize in working with English Language Learners, special education, career and technology education, and assessment. The purpose of the standards process was to design college- and career-ready standards that would ensure that students who complete high school in South Carolina are ready for college and careers. The process was designed to identify or create the clearest, most rigorous, and best-aligned ELA standards.

History

Act 200, ratified on June 6, 2014, required the SCDE to facilitate the process of developing new high quality, college- and career-ready standards for implementation during the 2015-16 school year. During the fall of 2014, the SCDE convened an ELA Writing Team comprised of K-12 educators and representatives from higher education. The writing of the draft standards, keeping the needs of South Carolina students and educators in mind, began with the review of a number of resources, which included the 2014 ACT College and Career Readiness Standards; the Common Core State Standards for English Language Arts (CCSS); college- and career-ready standards from other states including Indiana, Nebraska, and Texas; the *South Carolina Academic Standards for English Language Arts 2008* which reference the 2001 Massachusetts standards; test specifications for the SAT; and the National Council of Teachers of English (NCTE)/ International Reading Association (IRA) Standards.

The ELA Writing Team then conceptualized what students who graduate from South Carolina's public education system should demonstrate. This document, *South Carolina Portrait of a College- and Career-Ready English Language Arts Student, [see page 10]* served as the foundation and compass that guided the Writing Team's determination of the components of these draft standards.

Using the portrait as a "touchstone," the K-12 strands of Inquiry-Based Literacy, Reading-Literary Text, Reading-Informational Text, Writing, and Communication were crafted. Each strand consists of standards, which contain the same language for kindergarten through high school; grade level or course specificity is provided by indicators. A graphic representation of the organizational structure is presented on page 11.

The document also explains the *South Carolina Innovations*: Inquiry-Based Literacy Standards; Disciplinary Literacy; and the Fundamentals of Reading, Writing, and Communication. These serve as underpinnings of what must be in place in classrooms for students to become proficient readers, writers, and communicators regardless of grade level. Disciplinary Literacy and the Fundamentals of Reading, Writing, and Communication **are not standards**, therefore, they **are not assessed**; however, they are **essential for successful implementation** of the new standards and are a critical component of the document. Each is explained in detail on subsequent pages.

Public Comment and Review Period

The draft college-and career-ready standards were posted online for public review on November 6, 2014. The public was invited to provide comment via an online survey until November 30, 2014. Over 2200 public review surveys were submitted. Simultaneously, the SCDE convened a Task Force, consisting of parents, business and community leaders, higher education professionals, and special education teachers, which also provided written feedback.

The Education Oversight Committee (EOC) convened a review panel of 25 educators, business and community members, and higher education faculty to review the draft standards. The EOC review panel submitted a report to the SCDE, which included recommendations for revisions to the draft standards. The standards writing process continued as the comments from the online public review survey, the SCDE Task Force, and the EOC Review Panel were compiled, reviewed, and used by the Writing Team to make revisions and edits to the draft standards.

A joint meeting was held with representatives from the SCDE Writing Team, the EOC Review Panel, higher education, the business community, and the State Board of Education (SBE) to further discuss the implementation of the recommendations. Further revisions were made to the draft document as a result of this meeting.

Reconvening of the Writing Team

The ELA Writing Team reconvened on December 1, 2014, and was tasked with incorporating feedback from all sources to revise and edit the draft standards ensuring they were aligned across grade levels and showed appropriate progression from grade to grade. The Writing Team was also tasked with editing and revising standards for clarity, elimination of wordiness, and any other significant public comments or factors. The revised draft standards were then submitted to Senior Staff at the SCDE and the SBE for approval.

Support Documents

In order to ensure the appropriate understanding and effective implementation of the *South Carolina College- and Career Ready English Language Arts Standards 2015*, support documents will be developed. Initial components of the support documents will include a glossary, vertical articulation documents, Depth of Knowledge (DOK) and Bloom's levels, and a correlation/crosswalk document. Additional support documents will be developed as needed.

South Carolina Innovations

The following research-based practices and processes serve as the underpinnings of what must be in place in classrooms for students to become proficient readers, writers, and communicators. These components are essential for successful implementation of the new South Carolina standards. These essential practices and processes contain the same language for each grade level or course due to their universal nature. They are included within the text of this document to illuminate the connection between these practices and the standards. Support documents and professional development will be provided to further support educators' understanding.

Inquiry-Based Literacy Standards

The Inquiry-Based Literacy Standards support teachers in structuring a classroom environment in which students can routinely and systematically engage in the process of inquiry. Students individually and collaboratively engage and interact with content to become curious, self-regulated, reflective learners. The Inquiry-Based Literacy Standards should be infused within and across all content areas and disciplines and are the responsibility of the entire school community. These standards work in concert with Disciplinary Literacy and should be viewed as a system or structure which supports student learning rather than being perceived as steps which lead to the development of a one-time research paper or project.

The Inquiry-Based Literacy Standards are listed below and are also included in each grade band or course standards section:

- **Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**
- **Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**
- **Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**
- **Synthesize integrated information to share learning and/or take action.**
- **Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.**

Additional information and elaboration of the Inquiry-Based Literacy Standards will be included in a support document.

Disciplinary Literacy

Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes valued by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21st century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

The *South Carolina College- and Career-Ready Standards for English Language Arts 2015* include the Disciplinary Literacy practices listed below:

- **Read, write, and communicate using knowledge of a particular discipline.**
- **Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.**
- **Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.**

Additional information and elaboration for Disciplinary Literacy will be included in a support document.

Fundamentals of Reading, Writing, and Communication

The Fundamentals of Reading, Writing, and Communication delineate the underlying assumptions of the processes students must use and integrate to become successful and proficient readers, writers, and communicators, regardless of their grade level or course placement. Through these processes, students apply strategies as they read, write, and communicate. As students use these processes with automaticity, they more successfully navigate new and more challenging content and tasks.

Teachers at all grade levels and in all disciplines should refer to the Fundamentals when determining what students use or neglect as they read, write, and communicate. Engagement increases as students take ownership of their learning through personal understanding and implementation of the reading, writing, and communication processes.

The Fundamentals for each strand, **while not assessed,** are an integral part of the *South Carolina College- and Career-Ready English Language Arts Standards 2015* and are listed below, as well as at the beginning of each grade band or course section.

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 an author's style and techniques to construct meaning.**

Fundamentals of Writing

- **Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.**
- **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.**

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.**

Additional information and elaboration of the Fundamentals will be included in a support document.

South Carolina Portrait of a College- and Career-Ready English Language Arts Student

A South Carolina student who is College- and Career-Ready in English Language Arts will demonstrate:

- **Academic Success and Employability:** Student demonstrates the ability to analyze deep content and construct conceptual knowledge through strategic and appropriate academic and technical skills and tools to complete tasks and solve problems in real world situations.

- **Interdependent Thinking and Collaborative Spirit:** Student develops and applies interpersonal skills through listening, speaking, writing, and reading in order to respect diversity and seek an understanding of varied perspectives. Student works collaboratively to achieve goals, solve problems, and foster innovation.

- **Intellectual Integrity and Curiosity:** Student demonstrates intellectual integrity in the ethical selection and application of resources. Student discerningly assimilates, synthesizes, and verifies research while citing relevant sources and evaluating evidence.

- **Logical Reasoning:** Student appropriately employs a variety of strategies to discern the meaning of increasingly complex texts and other modes of communication to form logical, evidence-based conclusions.

- **Self-Reliance and Autonomy:** Student demonstrates qualities of an independent, reflective learner and contributor to varied societies through self-reliance, self-improvement, constructive interactions with others, and perseverance of life-long learning.

- **Effective Communication**: Student fluently and appropriately uses various modes of communication for authentic purposes based on audience, task, and discipline.

Graphic Representation of the Organizational Structure

Reading – Literary Text

Expectations for Teaching and Learning
Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.

By the end of second grade, students read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category fiction, they read the following specific types of texts: historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of literary nonfiction, they read autobiographical and biographical sketches. In the category of poetry, they read narrative, lyrical, and humorous poems and free verse.

Meaning and Context

Standard 1: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 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.	1.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	1.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
1.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	1.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	1.2 Make predictions before and during reading; confirm or modify thinking.

Standard 2: Summarize key details and ideas to support analysis of thematic development.

2.1 Describe the relationship between illustrations and the text in which they appear.	2.1 Describe the relationship between the illustrations and the characters, setting or events.	2.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.

Teaching in South Carolina is based on four major components: standards, curriculum, instruction, and assessment. Standards are year-end goals for student learning which inform and guide curriculum development, instructional practices, and assessment. Curriculum is developed based on standards. Instruction is the support teachers offer to navigate the curriculum that is also based on the standards. Formal and informal assessment, based on standards, guides and informs instruction.

Strands

The *South Carolina College- and Career-Ready Standards for ELA 2015* include the following **Strands:**

Inquiry-Based Literacy **(I)**
Reading – Literary Text (**RL**)
Reading – Informational Text (**RI**)
Writing (**W**)
Communication (**C**)

Each **Strand,** except Inquiry-Based Literacy, is supported by the **Key Ideas** listed below.

The Key Ideas in (**RL**) and (**RI**) are:

Meaning and Context | Language, Craft, and Structure | Range and Complexity

In (**W**), the Key Ideas are:

Meaning, Context, and Craft | Language | Range and Complexity

In (**C**), the Key Ideas are:

Meaning and Context | Language, Craft, and Structure

Standards

Each **Key Idea** is supported by one or more **Standards**. The **Standards** included in this document represent the culminating outcome which describes what students should know and be able to do when they leave our public school system; therefore, the language included in each **Standard** in the same for Kindergarten through English 4.

Indicators

Each **Standard** is supported by **Indicators** which provide specific outcomes for each grade level or course.

Kindergarten through Grade Two
Standards and Indicators

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Inquiry-Based Literacy Standards (I)

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

KINDERGARTEN	GRADE ONE	GRADE TWO
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.	1.1 Translate "wonderings" into questions that-lead to group conversations, explorations, and investigations.	1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.

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, and the environment.	2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, and the environment.	2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.

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

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

4.1 With guidance and support, discover relationships and patterns during the inquiry process.	4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.	4.1 Interpret relationships and patterns discovered during the inquiry process.
4.2 With guidance and support, use tools to communicate findings.	4.2 Determine appropriate tools to communicate findings.	4.2 Use appropriate tools to communicate findings and/or take informed action.
4.3 With guidance and support, reflect on findings.	4.3 Reflect on findings and take action.	4.3 Reflect on findings and pose new questions for further inquiry.

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

5.1 With guidance and support, recognize the value of individual and collective thinking.	5.1 Recognize the value of individual and collective thinking.	5.1 Acknowledge and value individual and collective thinking.
5.2 With guidance and support monitor and assess learning to guide inquiry	5.2 Monitor and assess learning to guide inquiry.	5.2 Monitor and assess learning to guide inquiry.
This indicator does not begin until Grade 1.	5.3 Articulate the thinking process.	5.3 Articulate the process of learning and seek appropriate help.

Reading – Literary Text (RL)

Expectations for Teaching and Learning
Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.

By the end of second grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of literary nonfiction, they read autobiographical and biographical sketches. In the category of poetry, they read narrative, lyrical, and humorous poems and free verse.

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.

Principles of Reading (P)

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

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Follow words from left to right, top to bottom, and front to back.	1.1 Recognize the distinguishing features of a sentence.	*1.1 Students are expected to build upon and continue applying previous learning.*
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	*1.2 Students are expected to build upon and continue applying previous learning.*	
1.3 Understand that words are separated by spaces in print.	*1.3 Students are expected to build upon and continue applying previous learning.*	
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	*1.4 Students are expected to build upon and continue applying previous learning.*	

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

2.1 Recognize and produce rhyming words.	2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	*2.1 Students are expected to build upon and continue applying previous learning.*
2.2 Count, pronounce, blend, and segment syllables in spoken words.	2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	*2.2 Students are expected to build upon and continue applying previous learning.*
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	*2.3 Students are expected to build upon and continue applying previous learning.*
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	*2.4 Students are expected to build upon and continue applying previous learning.*
2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	*2.5 Students are expected to build upon and continue applying previous learning.*	

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

3.1 Produce one-to-one letter-sound correspondences for each consonant.	3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	3.1 Use knowledge of r-controlled vowels to read.
3.2 Associate long and short sounds of the five major vowels with their common spellings.	3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	3.2 Use knowledge of how syllables work to read multisyllabic words.
3.3 Read regularly spelled one-syllable words.	3.3 Read a two-syllable word by breaking the word into syllables.	3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
3.4 Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.	3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.	3.4 Use and apply knowledge of vowel diphthongs.
3.5 Read common high-frequency words.	3.5 Read words with inflectional endings.	3.5 Use and apply knowledge of how inflectional endings change words.
3.6 Recognize grade-appropriate irregularly spelled words.	3.6 Recognize and read grade-appropriate irregularly spelled words.	3.6 Recognize and read 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.	4.1 Read grade-level texts with purpose and understanding.	4.1 Read grade-level texts with purpose and understanding.
4.2 Read emergent texts orally with accuracy, appropriate rate, and expression.	4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	*dents are expected to build upon and continue applying previous learning.*

Meaning and Context (MC)

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

KINDERGARTEN	GRADE ONE	GRADE TWO
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.	5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific 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.	5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	5.2 Make predictions before and during reading; confirm or modify thinking.

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

6.1 Describe the relationship between illustrations and the text.	6.1 Describe the relationship between the illustrations and the characters, setting or events.	6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and 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.	7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.	7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.
7.2 Read or listen closely to compare familiar texts.	7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.	7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.

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.	8.1 Read or listen closely to: a. describe characters' actions, and feelings; b. compare and contrast characters' experiences to those of the reader; c. describe setting; d. identify the plot including problem and solution; and e. describe cause and effect relationships.	8.1 Read or listen closely to: a. compare and contrast characters' actions, feelings, and responses to major events or challenges; b. describe how cultural context influences characters, setting, and the development of the plot; and c. explain how cause and effect relationships affect the development of plot.

Language, Craft, and Structure (LCS)

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.

KINDERGARTEN	GRADE ONE	GRADE TWO
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.	9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.	9.1 Identify the literary devices of simile and metaphor and sound devices; explain how 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.	9.2 Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, 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.	10.1 Ask and answer questions about known and unknown words.	10.1 Use context to determine the meaning of words and phrases.
10.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	10.2 Identify new meanings for familiar words and apply them accurately.	10.2 Determine the meaning of a newly formed word when a known affix is added to a known word.
10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	10.3 Use inflectional endings and affixes to determine the meaning of unknown words.	10.3 Use a base word to determine the meaning of an unknown word with the same base.
10.4 With guidance and support, identify the individual words used to form a compound word.	10.4 Identify the individual words used to form a compound word.	10.4 Use the meanings of individual words to predict the meaning of compound words.
10.5 With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.	10.5 Use print and multimedia resources to explore word relationships and nuances in word meanings.	10.5 Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.
10.6 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	10.6 Acquire and use general academic and domain-specific 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, or purpose shapes content, meaning, and style.

11.1 Identify the author and illustrator and define the role of each.	11.1 Identify the author's purpose—to explain, entertain, inform, or convince.	11.1 Identify and analyze the author's purpose.
11.2 Identify who is telling the story, the narrator or characters.	11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.	11.2 Recognize differences between the points of view and perspectives of the narrator and various 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.	12.1 Classify literary texts according to characteristics of a genre.	12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.

12.2 Recognize the crafted text structure of recurring phrases.	12.2 Recognize how the author uses the crafted text structures of recurring phrases and dialogue.	12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.

Range and Complexity (RC)

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

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

Reading – Informational Text (RI)

Expectations for Teaching and Learning
Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.

By the end of second grade, students read informational (expository/persuasive/argumentative) texts in print and multimedia formats of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedic entries, book reviews, journals, and speeches. They also read directions, maps, timelines, and graphs.

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.

Principles of Reading (P)

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

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Follow words from left to right, top to bottom, and front to back.	1.1 Recognize the distinguishing features of a sentence.	*1.1 Students are expected to build upon and continue applying previous learning.*
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	*1.2 Students are expected to build upon and continue applying previous learning.*	
1.3 Understand that words are separated by spaces in print.	*1.3 Students are expected to build upon and continue applying previous learning.*	
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	*1.4 Students are expected to build upon and continue applying previous learning.*	

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

2.1 Recognize and produce rhyming words.	2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	*2.1 Students are expected to build upon and continue applying previous learning.*
2.2 Count, pronounce, blend, and segment syllables in spoken words.	2.2 Produce single-syllable words by blending sounds, including consonant blends in spoken words.	*2.2 Students are expected to build upon and continue applying previous learning.*
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	*2.3 Students are expected to build upon and continue applying previous learning.*
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	*2.4 Students are expected to build upon and continue applying previous learning.*
2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	*2.5 Students are expected to build upon and continue applying previous learning.*	

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

3.1 Produce one-to-one letter-sound correspondences for each consonant.	3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	3.1 Use knowledge of r-controlled vowels to read.
3.2 Associate long and short sounds of the five major vowels with their common spellings.	3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	3.2 Use knowledge of how syllables work to read multisyllabic words.
3.3 Read regularly spelled one-syllable words.	3.3 Read a two-syllable word by breaking the word into syllables.	3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
3.4 Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.	3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.	3.4 Use and apply knowledge of vowel diphthongs.
3.5 Read common high-frequency words.	3.5 Read words with inflectional endings.	3.5 Use and apply knowledge of how inflectional endings change words.
3.6 Recognize grade-appropriate irregularly spelled words.	3.6 Recognize and read grade-appropriate irregularly spelled words.	3.6 Recognize and read 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.	4.1 Read grade-level texts with purpose and understanding.	4.1 Read grade-level texts with purpose and understanding.
4.2 Read emergent texts orally with accuracy, appropriate rate, and expression.	4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	*Students are expected to build upon and continue applying previous learning.*

Meaning and Context (MC)

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

KINDERGARTEN	GRADE ONE	GRADE TWO
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.	5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific 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.	5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	5.2 Make predictions before and during reading; confirm or modify thinking.

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.	6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.	6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph 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.	7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.	7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.

Language, Craft, and Structure (LCS)

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.

KINDERGARTEN	GRADE ONE	GRADE TWO
8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.	8.1 Identify words, phrases, illustrations, and photographs used to provide information.	8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.
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.	8.2 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.	8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.

Standard 9: 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.

9.1 With guidance and support, ask and answer questions about known and unknown words.	9.1 Ask and answer questions about known and unknown words in a text.	9.1 Use context to determine the meaning of words and phrases.
9.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	9.2 Identify new meanings for familiar words and apply them accurately.	9.2 Determine the meaning of a newly formed word when a known affix is added to the word.
9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	9.3 Use inflectional endings and affixes to determine the meaning of unknown words.	9.3 Use a base word to determine the meaning of an unknown word with the same base.
9.4 With guidance and support, use print and multimedia resources to explore word relationships and meanings.	9.4 Use print and multimedia resources to explore word relationships and meanings.	9.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.
9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify 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.	10.1 Identify the author's purpose – to explain, entertain, inform, or convince.	10.1 Identify and analyze the author's purpose.

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.	11.1 Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.	11.1 Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.
11.2 With guidance and support, identify the reasons an author gives to support a position.	11.2 Identify the reasons an author gives to support a position.	11.2 Identify the structures an author uses to support specific points.

Range and Complexity (RC)

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

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

Writing (W)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.

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 (MCC)

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

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.	1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.	1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic or text, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.

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.	2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.	2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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.	3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.	3.1 Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Language (L)

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

KINDERGARTEN	GRADE ONE	GRADE TWO
4.1 With guidance and support, use nouns.	4.1 Use common, proper, and possessive nouns.	4.1 Use collective nouns.
4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.	4.2 Use singular and plural nouns with matching verbs in basic sentences.	4.2 Form and use frequently occurring irregular plural nouns.
4.3 With guidance and support, understand and use interrogatives.	4.3 Use personal, possessive, and indefinite pronouns.	4.3 Use reflexive pronouns.
4.4 With guidance and support, use verbs.	4.4 Use verbs to convey a sense of past, present, and future.	4.4 Form and use the past tense of frequently occurring irregular verbs.
4.5 With guidance and support, use adjectives.	4.5 Use adjectives and adverbs.	4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.
4.6 With guidance and support, use prepositional phrases.	4.6 Use prepositions.	4.6 Use positional, time, and place prepositions.
4.7 With guidance and support, use conjunctions.	4.7 Use conjunctions.	4.7 Use conjunctions.
4.8 Produce and expand complete sentences.	4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	4.8 Produce, expand, and rearrange complete simple and compound 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*.	5.1 Capitalize the first word of a sentence, dates, names, and the pronoun *I*.	5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.

5.2 Recognize and name end punctuation.	5.2 Use: a. periods, question marks, and exclamation marks at the end of sentences; and b. commas in dates and to separate items in a series.	5.2 Use: a. periods, question marks, or exclamation marks at the end of sentences; b. commas in greetings and closings of letters, dates, and to separate items in a series; and c. apostrophes to form contractions and singular possessive nouns.
5.3 Write letter(s) for familiar consonant and vowel sounds.	5.3 Use conventional spelling for words with common spelling patterns.	5.3 Generalize learned spelling patterns and word families.
5.4 Spell simple words phonetically.	5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.	5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade- appropriate high frequency words.
5.5 Consult print and multimedia resources to check and correct spellings.	5.5 Consult print and multimedia resources to check and correct spellings.	5.5 Consult print and multimedia resources to check and correct spellings.

Range and Complexity (RC)

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

KINDERGARTEN	GRADE ONE	GRADE TWO
6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.	6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
6.2 Print upper-and lowercase letters.	6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.	6.2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.
6.3 Recognize that print moves from left to right and that there are spaces between words.	6.3 Write left to right leaving space between words.	*6.3 Students are expected to build upon and continue applying previous learning.*
6.4 Locate letter keys on an electronic device.	6.4 Locate letter keys on an electronic device to type simple messages.	6.4 Begin to develop efficient keyboarding skills.
This indicator begins in Grade Two.		6.5 Begin to develop cursive writing.

Communication (C)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.

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 (MC)

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.

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Explore and create meaning through play, conversation, drama, and story-telling.	1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.	1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	1.2 Apply 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.	1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.	1.3 Apply 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.	1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.	1.4 Participate in shared 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.	1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.
1.6 This indicator does not begin until English 1. ***English 1*** *Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.*		

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.	2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.	2.1 Articulate ideas and information gathered from various print and multimedia in a concise manner that maintains a clear focus.
2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.	2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.	2.2 Participate in shared research; record observations, new learning, opinions and articulate 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.	3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats.	3.1 Explain 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.	3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.	3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.

Language, Craft and Structure (LCS)

Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

KINDERGARTEN	GRADE ONE	GRADE TWO
4.1 Identify speaker's purpose.	4.1 Identify speaker's purpose and details that keep the listener engaged.	4.1 Identify speaker's purpose and details that keep the listener engaged.
4.2 Identify the introduction and conclusion of a presentation.	4.2 Identify the introduction, body, and conclusion of a presentation.	4.2 Determine if the presentation has a logical introduction, body, and conclusion.
4.3 Identify when the speaker uses intonation and word stress.	4.4 Identify when the speaker uses intonation and word stress and includes media.	4.4 Identify when the speaker uses intonation and word stress, includes media,

		addresses the audience, and determines word choice.

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

5.1 Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.	5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.	5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience.
5.2 Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.	5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.	5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact.
5.3 This Indicator does not begin until English 1. ***English 1*** *Develop messages that use logical, emotional, and ethical appeals.*		

Disciplinary Literacy

Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes valued by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21st century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

The *South Carolina College- and Career-Ready Standards for English Language Arts 2015* include the Disciplinary Literacy practices listed below:

- **Read, write, and communicate using knowledge of a particular discipline.**
- **Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.**
- **Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.**

Grade Three through Five
Standards and Indicators

State Board Approved – First Reading January 21, 2015

Inquiry-Based Literacy Standards (I)

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

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.

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

2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.

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

3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.
3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.	3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.	3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.

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

4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.
4.2 Reflect on findings to build deeper understanding and determine next steps.	4.2 Reflect on findings to build deeper understanding and determine next steps.	4.2 Reflect on findings to build deeper understanding and determine next steps.
4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.

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

5.1 Acknowledge and value individual and collective thinking.	5.1 Acknowledge and value individual and collective thinking.	5.1 Acknowledge and value individual and collective thinking.
5.2 Employ past learning to monitor and assess current learning to guide inquiry.	5.2 Employ past learning to monitor and assess current learning to guide inquiry.	5.2 Employ past learning to monitor and assess current learning to guide inquiry.
5.3 Assess the process to revise plan and strategies to apply learning for future inquiry.	5.3 Assess the process to revise plan and strategies to apply learning for future inquiry.	5.3 Assess the process to revise plan and strategies to apply learning for future inquiry.

Reading – Literary Text (RL)

Expectations for Teaching and Learning
Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.

By the end of fifth grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, picture books, folktales, legends, tall tales, and myths. In the category of literary nonfiction, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, and free verse.

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.

Principles of Reading (P)

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

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Recognize the distinguishing features of a sentence.*		
1.2 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *Recognize that spoken words are represented in written language by specific sequences of letters.*		
1.3 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *Understand that words are separated by spaces in print.*		
1.4 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *Recognize and name all upper- and lowercase letters of the alphabet.*		

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

2.1 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Distinguish long from short vowel sounds in spoken single-syllable words.*
2.2 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Orally produce single-syllable words by blending sounds including consonant blends in spoken words.*
2.3 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.*
2.4 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Segment spoken single-syllable words into their complete sequence of individual sounds.*
2.5 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *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 Identify and know the meaning of the most common prefixes and derivational suffixes.	3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.	*3.1 Students are expected to build upon and continue applying previous learning.*
3.2 Students are expected to build upon and continue applying previous learning. ***Grade 5*** *Use knowledge of how syllables work to read multisyllabic words.*		
3.3 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Read irregularly spelled two-syllable words and words with common prefixes and suffixes.*		
3.4 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use and apply knowledge of vowel diphthongs.*		
3.5 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use and apply knowledge of how inflectional endings change words.*		
3.6 Read grade-appropriate irregularly spelled words.	*3.6 Students are expected to build upon and continue applying previous learning.*	

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

4.1 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Read grade-level text with purpose and understanding.*	
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	*Students are expected to build upon and continue applying previous learning.*

4.3 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*

Meaning and Context (MC)

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

GRADE THREE	GRADE FOUR	GRADE FIVE
5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.
5.2 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Make predictions before and during reading; confirm or modify thinking.*		

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

6.1 Determine the theme by recalling key details that support the theme.	6.1 Determine the development of a theme within a text; summarize using key details.	6.1 Determine and analyze the development of a theme within a text; summarize using key details.

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

7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.	7.1 Explore similarities and differences among textual, dramatic, visual, or oral presentations.	7.1 Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.
7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.	7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media.	7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.

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

8.1 Use text evidence to: a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and b. explain the influence of cultural and historical context on characters, setting, and plot development.	8.1 Use text evidence to: a. explain how conflicts cause the characters to change or revise plans while moving toward resolution; and b. explain the influence of cultural, historical and social context on characters, setting, and plot development.	8.1 Cite evidence within text to: a. analyze two or more characters, events, or settings in a text and explain the impact on the plot; and, b. explain the influence of cultural, historical, social and political context on characters, setting, and plot development.

Language, Craft, and Structure (LCS)

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.

GRADE THREE	GRADE FOUR	GRADE FIVE
9.1 Identify and explain how the author uses metaphor, imagery, personification, hyperbole, and style to shape meaning.	9.1 Identify and explain how the author uses idioms, adages, and proverbs to shape meaning.	9.1 Cite examples of the author's use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.
9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	9.2 Analyze and cite examples of how the author's choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.

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 Use paragraph-level context to determine the meaning of words and phrases.	10.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.	10.1 Use cause and effect relationships and comparisons to determine the meaning of words or phrases.
10.2 Determine the meaning of a word when an affix is added to a base word.	10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.
10.3 *Students are expected to build upon and continue applying previous learning.* ***Grade 2*** *Use a base word to determine the meaning of an unknown word with the same base.*		
10.4 *Students are expected to continue to build upon concepts learned previously.* ***Grade 2*** *Use the meanings of individual words to predict the meaning of compound words.*		
10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.
10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	10.6 Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.

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

11.1 Explain the differences between first and third person points of view.	11.1 Compare and contrast first and third person points of view; determine how an author's choice of point of view influences the content and meaning.	11.1 Explain how the author's choice of the point of view of a narrator or character impacts content, meaning, and how events are described.
11.2 Compare and contrast the reader's point of view to that of the narrator or a character.	*11.2 Students are expected to build upon and continue applying concepts learned previously.*	

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

12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.	12.1 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	12.1 Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.
12.2 Identify crafted text structures such as a collection of photograph or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.	12.2 Determine characteristics of crafted text structures and describe why an author uses this structure.	12.2 Compare how different crafted text structures contribute to meaning and impact the reader.

Range and Complexity (RC)

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

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

Reading – Informational Text (RI)

Expectations for Teaching and Learning
Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.

By the end of fifth grade, students read informational (expository/persuasive/argumentative) texts in print and multimedia formats of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of multimedia informational texts.

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.

Principles of Reading (P)

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

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Recognize the distinguishing features of a sentence.*		
1.2 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *Recognize that spoken words are represented in written language by specific sequences of letters.*		
1.3 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *Understand that words are separated by spaces in print.*		
1.4 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *Recognize and name all upper- and lowercase letters of the alphabet.*		

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

2.1 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Distinguish long from short vowel sounds in spoken single-syllable words.*
2.2 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Orally produce single-syllable words by blending sounds including consonant blends in spoken words.*
2.3 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.*
2.4 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Segment spoken single-syllable words into their complete sequence of individual sounds.*
2.5 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *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 Identify and know the meaning of the most common prefixes and derivational suffixes.	3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.	*3.1 Students are expected to build upon and continue applying previous learning.*
3.2 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use knowledge of how syllables work to read multisyllabic words.*		
3.3 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Read irregularly spelled two-syllable words and words with common prefixes and suffixes.*		
3.4 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use and apply knowledge of vowel diphthongs.*		
3.5 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use and apply knowledge of how inflectional endings change words.*		
3.6 Read grade-appropriate irregularly spelled words.	*3.6 Students are expected to build upon and continue applying previous learning.*	

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

4.1 Students are expected to build upon and continue applying previous learning. ***Grade1*** *Read grade-level text with purpose and understanding.*	
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	*Students are expected to build upon and continue applying previous learning.*

4.3 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*

Meaning and Context (MC)

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

GRADE THREE	GRADE FOUR	GRADE FIVE
5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	5.1 Quote accurately from a text to analyze meaning in and beyond the text.
5.2 *Students are expected to build upon and continue applying previous learning.* ***Grade 2*** *Make predictions before and during reading; confirm or modify thinking.*		

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

6.1 Summarize multi-paragraph texts using key details to support the central idea.	6.1 Summarize multi-paragraph texts using key details to support the central idea.	6.1 Summarize a text with two or more central ideas; cite key supporting details.

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

7.1 Compare and contrast diverse texts on the same topic, idea, or concept.	7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.	7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.

Language, Craft, and Structure (LCS)

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.

GRADE THREE	GRADE FOUR	GRADE FIVE
8.1 Explain how the author uses words and phrases to inform, explain, or describe.	8.1 Determine how the author uses words and phrases to shape and clarify meaning.	8.1 Analyze how the author uses words and phrases to shape and clarify meaning.
8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.	8.2 Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.	8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem.

Standard 9: 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.

9.1 Use paragraph-level context to determine the meaning of words and phrases.	9.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.	9.1 Use the overall meaning of a text or word's position or function to determine the meaning of a word or phrase.
9.2 Determine the meaning of a word when an affix is added to a base word.	9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.
9.3 *Students are expected to build upon and continue applying previous learning.* ***Grade 2*** *Use a base word to determine the meaning of an unknown word with the same base.*		
9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	*Students are expected to build upon and continue applying previous learning.*	
9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	*Students are expected to build upon and continue applying previous learning.*

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

10.1 State the author's purpose; distinguish one's own perspective from that of the author.	10.1 Identify and describe the difference between a primary and secondary account of the same event or topic.	10.1 Compare and contrast a primary and secondary account of the same event or topic.

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

11.1 Identify problem and solution, description, and question and answer structures to locate information and gain meaning.	11.1 Apply knowledge of text structures to describe how structures contribute to meaning.	11.1 Apply knowledge of text structures across multiple texts to locate information and gain meaning.
11.2 Describe the structures an author uses to support specific points.	11.2 Explain how an author uses reasons and evidence to support particular points.	11.2 Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.

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 and respond to increasingly complex text over time.

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

Writing (W)

Expectations for Teaching and Learning
Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.

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 (MCC)

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

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Write opinion pieces that: a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons; b. use information from multiple print and multimedia sources; c. organize supporting reasons logically; d. use transitional words or phrases to connect opinions and reasons; e. use paraphrasing and original language to avoid plagiarism; and f. provide a concluding statement or section.	1.1 Write opinion pieces that: a. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose; b. use information from multiple print and multimedia sources; c. provide reasons supported by facts and details; d. use transitional words or phrases to connect opinions and reasons; e. use paraphrasing, quotations, and original language to avoid plagiarism; and	1.1 Write arguments that: a. introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer's purpose; b. use information from multiple print and multimedia sources; c. provide logically ordered reasons supported by relevant facts and details; d. use transitional words, phrases, and clauses to connect claim and reasons; e. use paraphrasing, summarizing, quotations, and original language to avoid

	f. provide a concluding statement or section related to the opinion presented.	plagiarism; and f. provide a concluding statement or section related to the claim presented.

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 Write informative/explanatory texts that: a. introduce a topic and group related information together; b. use information from multiple print and multimedia sources; c. include illustrations to aid comprehension; d. develop the topic with facts, definitions, and details; e. use paraphrasing and original language to avoid plagiarism; f. use transition words and phrases to connect ideas within categories of information; g. develop a style and tone authentic to the purpose; and h. provide a concluding statement or section.	2.1 Write informative/explanatory texts that: a. introduce a topic clearly; b. use information from multiple print and multimedia sources; c. group related information in paragraphs and sections; d. include formatting, illustrations, and multimedia to aid comprehension; e. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; f. use paraphrasing, quotations, and original language to avoid plagiarism; g. link ideas within categories of information using words and phrases; h. use precise language and domain-specific vocabulary to inform or explain the topic; i. develop a style and tone authentic to the purpose; and j. provide a concluding statement or section relate to the information or explanation presented.	2.1 Write informative/explanatory texts that: a. introduce a topic clearly; b. use relevant information from multiple print and multimedia sources; c. provide a general observation and focus; d. group related information logically; e. use credible sources; f. include formatting, illustrations, and multimedia to aid comprehension; g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; h. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism; i. link ideas within and across categories of information using words, phrases, and clauses; j. use precise language and domain-specific vocabulary to inform or explain the topic; k. develop a style and tone authentic to the purpose; and l. provide a concluding statement or section related to the information or explanation presented.

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 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. establish a situation and introduce a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; e. use temporal words and phrases to signal event order; f. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and g. provide a sense of closure.	3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. orient the reader by establishing a situation and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue and description to develop experiences and events or show the responses of characters to situations; e. use a variety of transitional words and phrases to manage the sequence of events; f. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and g. provide a conclusion that follows from the narrated experiences or events.	3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. orient the reader by establishing a situation and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations; e. use a variety of transitional words, phrases, and clauses to manage the sequence of events; f. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and g. provide a conclusion that follows from the narrated experiences or events.

Language (L)

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

GRADE THREE	GRADE FOUR	GRADE FIVE
4.1 When writing: a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs; b. form and use regular and irregular plural nouns; use abstract nouns; c. form and use regular and irregular verbs;	4.1 When writing: a. use relative pronouns and relative adverbs; b. form and use the progressive verb tenses; c. use modal auxiliaries to convey various conditions; d. use modal auxiliaries and the progressive	4.1 When writing: a. show knowledge of the function of conjunctions, prepositions, and interjections; b. form and use the perfect verb tenses; c. use verb tense to convey various times, sequences, states, and conditions; d. recognize and use appropriate continuity or

d. form and use the simple verb tenses; e. ensure subject-verb and pronoun-antecedent agreement; f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; g. form and use prepositional phrases; h. use coordinating and subordinating conjunctions; and i. produce simple, compound, and complex sentences.	verb tenses, recognizing and correcting inappropriate shifts in verb tense; e. order adjectives within sentences according to conventional patterns; f. use relative pronouns and relative adverbs; g. explore using prepositional phrases in different positions within a sentence; h. use coordinating and subordinating conjunctions; i. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and j. use frequently confused homonyms correctly.	shifts in verb tense; and e. use correlative conjunctions.

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

5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events.	5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.	5.1 Apply correct usage of capitalization.
5.2 Use: a. apostrophes to form contractions and singular and plural possessives; b. quotation marks to mark direct speech; and c. commas in locations and addresses, to mark direct speech, and with coordinating adjectives.	5.2 Use: a. apostrophes to form possessives and contractions; b. quotation marks and commas to mark direct speech; and c. commas before a coordinating conjunction in a compound sentence.	5.2 Use: a. apostrophes and quotation marks; and b. commas for appositives, to set off the words *yes* and *no*, to set off a tag question from the rest of the sentence, and to indicate direct address.
5.3 Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.	*5.3 Students are expected to build upon and continue applying previous learning.*	
5.4 Use spelling patterns and generalizations.	5.4 Use spelling patterns and generalizations.	*5.4 Students are expected to build upon and continue applying previous learning.*

5.5 Consult print and multimedia sources to check and correct spellings.	*5.5 Students are expected to build upon and continue applying previous learning.*

Range and Complexity (RC)

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

GRADE THREE	GRADE FOUR	GRADE FIVE
6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.	6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.	6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.
6.2 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Print upper- and lower-case letters proportionally using appropriate handwriting techniques.*		
6.3 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Write left to right leaving space between words.*		
6.4 Continue to develop effective keyboarding skills.	6.4 Demonstrate effective keyboarding skills.	*Students are expected to build upon and continue applying previous learning.*
6.5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.	*Students are expected to build upon and continue applying previous learning.*	

Communication (C)

Expectations for Teaching and Learning
Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.

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 (MC)

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.

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Explore and create meaning through conversation and interaction with peers and adults.	1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints.	1.1 Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions.
1.2 Participate in discussions; ask questions to acquire information concerning a topic, text, or issue.	1.2 Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue.	1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.
1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's	1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's	1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.

own turn in a respectful way.	own turn in a respectful way.	
1.4 Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts.	1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose specific questions, and respond to clarify thinking and express new thoughts.	1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose specific questions, and respond to clarify thinking and express new thoughts.
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	1.5 Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.
1.6 This indicator does not begin until English 1. ***English 1*** *Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.*		

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

2.1 Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.	2.1 Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.	2.1 Analyze ideas, perspectives and information using examples and supporting evidence related to the topic.
2.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.	2.2 Discuss the purpose and the credibility of information presented in diverse media and formats.	2.2 Analyze the credibility of information presented in diverse media and formats.
2.3 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.	*2.3 Students are expected to build upon and continue applying previous learning.*	

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

3.1 Compare how ideas and topics are depicted in a variety of media and formats.	3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.	3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.
3.2 Create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	3.2 Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	3.2 Create presentations that integrate visual displays and other multimedia to enrich the presentation.

Language, Craft, and Structure (LCS)

Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

GRADE THREE	GRADE FOUR	GRADE FIVE
4.1 Identify style a speaker uses to present content.	4.1 Identify presentation style a speaker uses to enhance the development of central idea or theme.	4.1 Identify a speaker's claim and determine the effectiveness of how each point is presented to support the claim.
4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.	4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.	4.2 Identify the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.
4.2 Identify why the speaker: a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language and literary devices.	4.3 Identify how and why the speaker: a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language and literary devices.	4.3 Identify how and why the speaker: a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language and literary devices.

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

5.1 Set a purpose and integrate craft techniques to create presentations.	5.1 Set a purpose and integrate craft techniques to create presentations.	5.1 Set a purpose, integrate craft techniques and maintain a clear focus in presentations.
5.2 Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience.	5.2 Employ hyperbole, imagery, personification, idioms, adages, and proverbs when appropriate to convey messages.	5.2 Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience.
5.3 This indicator does not begin until English 1. ***English 1*** *Develop messages that use logical, emotional, and ethical appeals.*		

Disciplinary Literacy

Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes valued by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21st century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

The *South Carolina College- and Career-Ready Standards for English Language Arts 2015* include the Disciplinary Literacy practices listed below:

- **Read, write, and communicate using knowledge of a particular discipline.**
- **Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.**
- **Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.**

Grade Six through Eight
Standards and Indicators

State Board Approved – First Reading January 21, 2015

Inquiry-Based Literacy Standards (I)

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

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.	1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.	1.1 Develop a range of questions to frame inquiry for new learning and deeper understanding.

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

2.1 Transact with text in order to formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.	2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.	2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.

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

3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.
3.2 Examine historical, social, cultural, or political context to broaden inquiry.	3.2 Examine historical, social, cultural, or political context to broaden inquiry.	3.2 Examine historical, social, cultural, or political context to broaden inquiry.
3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.
3.4 Organize and categorize important information, revise ideas, and report relevant findings.	3.4 Organize and categorize important information, revise ideas, and report relevant findings.	3.4 Organize and categorize important information, revise ideas, and report relevant findings.

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

4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.	4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.	4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.

4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.	4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.	4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.
4.3 Reflect on findings and pose appropriate questions for further inquiry.	4.3 Reflect on findings and pose appropriate questions for further inquiry.	4.3 Reflect on findings and pose appropriate questions for further inquiry.

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

5.1 Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.	5.1 Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.	5.1 Acknowledge and value individual and collective thinking and using feedback from peers and adults to guide the inquiry process.
5.2 Employ past and present learning in order to monitor and guide inquiry.	5.2 Employ past and present learning in order to monitor and guide inquiry.	5.2 Employ past and present learning in order to monitor and guide inquiry.
5.3 Assess the processes-to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.	5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.	5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.

Reading – Literary Text

Expectations for Teaching and Learning
Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.

By the end of grade eight, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of literary nonfiction, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

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.

Principles of Reading (P)

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

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Recognize the distinguishing features of a sentence.*		
1.2 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *Recognize that spoken words are represented in written language by specific sequences of letters.*		
1.3 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *Understand that words are separated by spaces in print.*		
1.4 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *Recognize and name all upper- and lowercase letters of the alphabet.*		

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

2.1 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Distinguish long from short vowel sounds in spoken single-syllable words.*
2.2 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Orally produce single-syllable words by blending sounds including consonant blends in spoken words.*
2.3 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.*
2.4 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Segment spoken single-syllable words into their complete sequence of individual sounds.*
2.5 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *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 Students are expected to build upon and continue applying previous learning. ***Grade 4*** *Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.*
3.2 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use knowledge of how syllables work to read multisyllabic words.*
3.3 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Read irregularly spelled two-syllable words and words with common prefixes and suffixes.*
3.4 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use and apply knowledge of vowel diphthongs.*
3.5 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use and apply knowledge of how inflectional endings change words.*
3.6 Students are expected to build upon and continue applying previous learning. ***Grade 3*** *Read grade-appropriate irregularly spelled words.*

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

4.1 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Read grade-level text with purpose and understanding.*
4.2 Students are expected to build upon and continue applying previous learning. ***Grade 4*** *Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.*
4.3 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*

Meaning and Context (MC)

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

GRADE SIX	GRADE SEVEN	GRADE EIGHT
5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
5.2 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Make predictions before and during reading; confirm or modify thinking.*		

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

6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.1 Determine one or more themes and analyze the development; provide an objective summary.	6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.

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

7.1 Compare and contrast a narrative, drama, or poem read to an audio, video, or live version of the same text.	7.1 Interpret how a literary text relates to diverse media with an emphasis on the effect various media techniques have on ideas, themes, and topics.	7.1 Analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text.
7.2 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	7.2 Compare and contrast a literary depiction of a time, place, or character to a historical account of the same period to understand how authors use or alter history for rhetorical effect.	7.2 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.

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

8.1 Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.	8.1 Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.	8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.

Language, Craft, and Structure (LCS)

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.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.	9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.	9.1 Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
9.2 Analyze the author's word and convention choices and draw conclusions about how they impact meaning and tone.	9.2 Analyze the impact of the author's choice of words, word phrases, and conventions on meaning and tone.	*Students are expected to build upon and continue applying previous learning*

Standard 10: 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.

10.1 Use the overall meaning of a text or a word's position or function to determine the meaning of a word or phrase.	*10.1 Students are expected to build upon and continue applying previous learning.*
10.2 Students are expected to build upon and continue applying previous learning. ***Grade 4*** *Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.*	
10.3 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use a base word to determine the meaning of an unknown word with the same base.*	
10.4. Students are expected to build upon and continue applying previous learning. ***Grade 5*** *Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.*	
10.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	*10.5 Students are expected to build upon and continue applying previous learning.*

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

11.1 Explain how an author's development of the point of view of the narrator or speaker impacts content, meaning, and style.	11.1 Analyze how an author develops and contrasts points of view to impact content, meaning, and style.	11.1 Analyze how the author's development of the differences in points of view between the characters and the reader create suspense or humor.
11.2 Students are expected to build upon and continue applying previous learning. ***Grade 3*** *Compare and contrast the reader's point of view to that of the narrator or a character.*		

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

12.1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	12.1 Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot.	12.1 Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.
12.2 Compare and contrast how different text structures contribute to meaning and impact the reader.	12.2 Analyze the author's choice of structures within the text and draw conclusions about how they impact meaning.	12.2 Analyze the author's choice of structures within the text and draw conclusions about how they impact meaning.

Range and Complexity (RC)

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.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.
13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.
13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.	13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.	13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.

Reading – Informational Text (RI)

Expectations for Teaching and Learning
Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.

By the end of grade eight, students read informational (expository/persuasive/argumentative) texts in multimedia formats of the following types: essays, historical documents, research reports, contracts, position statements, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, book, movie, or product reviews, journals, and speeches. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of multimedia informational texts.

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 an author's style and techniques to construct meaning.

Principles of Reading (P)

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

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Recognize the distinguishing features of a sentence.*		
1.2 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *Recognize that spoken words are represented in written language by specific sequences of letters.*		
1.3 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *Understand that words are separated by spaces in print.*		
1.4 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *Recognize and name all upper- and lowercase letters of the alphabet.*		

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

2.1 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Distinguish long from short vowel sounds in spoken single-syllable words.*
2.2 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Orally produce single-syllable words by blending sounds including consonant blends in spoken words.*
2.3 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.*
2.4 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Segment spoken single-syllable words into their complete sequence of individual sounds.*
2.5 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *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 Students are expected to build upon and continue applying previous learning. ***Grade 4*** *Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.*
3.2 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use knowledge of how syllables work to read multisyllabic words.*
3.3 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Read irregularly spelled two-syllable words and words with common prefixes and suffixes.*
3.4 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use and apply knowledge of vowel diphthongs.*
3.5 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use and apply knowledge of how inflectional endings change words.*
3.6 Students are expected to build upon and continue applying previous learning. ***Grade 3*** *Read grade-appropriate irregularly spelled words.*

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

4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning and Context (MC)

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

GRADE SIX	GRADE SEVEN	GRADE EIGHT
5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
5.2 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Make predictions before and during reading; confirm or modify thinking.*		

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

6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.	6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.	6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.

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

7.1 Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.	7.1 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.	7.1 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

Language, Craft, and Structure (LCS)

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.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.	8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.	8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.

8.2 Identify text features and structures that support an author's ideas or claim.	8.2 Determine the impact of text features and structures on an author's ideas or claim.	8.2 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.

Standard 9: 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.

9.1 Determine the meaning of a word or phrase using the overall meaning of a text or a word's position or function.	*9.1 Students are expected to build upon and continue applying previous learning.*
9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.	9.2 *Students are expected to build upon and continue applying previous learning.*
9.3 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use a base word to determine the meaning of an unknown word with the same base.*	
9.4 Students are expected to build upon and continue applying previous learning. ***Grade 4*** *Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.*	
9.5 Students are expected to build upon and continue applying previous learning. ***Grade 5*** *Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate and understanding of nuances and jargon.*	

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

10.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.	10.1 Determine an author's perspective or purpose and analyze how the author distinguishes his/her position from others.	10.1 Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.

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

11.1 Identify text features and structures that support an author's idea or claim.	11.1 Determine the impact of text features and structures on an author's ideas or claims.	11.1 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.
11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	11.2 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Range and Complexity (RC)

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

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

Writing (W)

Expectations for Teaching and Learning
Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.

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 (MCC)

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

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Write arguments that: a. introduce a focused claim and organize reasons and evidence clearly; b. use information from multiple print and multimedia sources; c. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text; d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence; e. paraphrase, quote, and summarize,	1.1 Write arguments that: a. introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically; b. use relevant information from multiple print and multimedia sources; c. support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;	1.1 Write arguments that: a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically; b. use relevant information from multiple print and multimedia sources; c. support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources; d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;

avoiding plagiarism and providing basic bibliographic information for sources; f. establish and maintain a formal style; and g. provide a conclusion that follows from and supports the argument.	e. develop the claim providing credible evidence and data for each; f. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation; g. establish and maintain a formal style and objective tone; and h. provide a concluding statement or section that follows from and supports the argument.	e. develop the claim and counterclaims providing credible evidence and data for each; f. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation; g. establish and maintain a formal style and objective tone; and h. provide a concluding statement or section that follows from and supports the argument.

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 Write informative/explanatory texts that: a. introduce a focused topic; b. use relevant information from multiple print and multimedia sources; c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information; d. use credible sources; e. include formatting, graphics, and multimedia to aid comprehension; f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; g. paraphrase, quote, and summarize to avoid plagiarism; h. follow a standard format for citation; i. use appropriate transitions to clarify the relationships among ideas and concepts; j. use precise language and domain-specific vocabulary to inform or explain the topic; k. establish and maintain a style and tone	2.1 Write informative/explanatory texts that: a. introduce a topic clearly, previewing what is to follow; b. use relevant information from multiple print and multimedia sources; c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information; d. use credible sources; e. include formatting, graphics, and multimedia to aid comprehension; f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; g. paraphrase, quote, and summarize to avoid plagiarism; h. follow a standard format for citation; i. use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; j. use precise language and domain-specific	2.1 Write informative/explanatory texts that: a. introduce a topic; b. use relevant information from multiple print and multimedia sources; c. organize ideas, concepts, and information into broader categories; d. assess the credibility of each source; e. include formatting, graphics, and multimedia to aid comprehension; f. develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; g. paraphrase, quote, and summarize to avoid plagiarism; h. follow a standard format for citation; i. use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; j. use precise language and domain-specific vocabulary to explain the topic; k. establish and maintain a style and tone

authentic to the purpose; and l. provide a concluding statement or section that follows the information or explanation presented.	vocabulary to inform or explain the topic; k. establish and maintain a style and tone authentic to the purpose; and l. provide a concluding statement or section that follows and supports the information or explanation presented.	authentic to the purpose; and l. provide a concluding statement or section that follows and supports the information or explanation presented.

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 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences; b. engage and orient the reader by establishing a context and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally and logically; d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters; e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; f. use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and g. provide a conclusion that follows from and reflects on the narrated experiences or events.	3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally and logically; d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters; e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; f. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events and develop characters; and g. provide a conclusion that follows from and reflects on narrated experiences or events.	3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally and logically; d. use dialogue, pacing, manipulation of time, and reflection, to develop experiences, events, and/or characters; e. use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events; f. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events, and develop characters; and g. provide a conclusion that follows from and reflects on the narrated experiences or events.

Language (L)

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

GRADE SIX	GRADE SEVEN	GRADE EIGHT
4.1 When writing: a. ensure that subjective, objective, and possessive pronouns are in the proper case; b. use intensive pronouns; c. recognize and use appropriate continuity and shifts in pronoun number and person; d. recognize and correct pronouns with unclear or ambiguous antecedents; e. recognize variations from standard English in one's own and others' writing; and f. identify and use strategies to improve expression in conventional language.	4.1 When writing: a. show knowledge of the function of phrases and clauses in general and their function in specific sentences; b. choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; and c. use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	4.1 When writing: a. show knowledge of the function of gerunds, participles, and infinitives and their functions in particular sentences; b. form and use verbs in the active and passive voice; c. form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; and d. recognize and correct inappropriate shifts in verb voice and mood.

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

5.1 Students are expected to build upon and continue applying previous learning. ***Grade 5*** *Apply correct usage of capitalization in writing.*		
5.2 Use: a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and b. semicolons to connect main clauses and colons to introduce a list or quotation.	5.2 Use: a. a comma to separate coordinate adjectives; and b. a comma after introductory subordinate clauses.	5.2 Use: a. commas, ellipses, and dashes to indicate a pause, break, or omission; and b. an ellipsis to indicate an omission.
5.3 Students are expected to build upon and continue applying previous learning. ***Grade 3*** *Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.*		
5.4 Students are expected to build upon and continue applying previous learning. ***Grade 4*** *Use spelling patterns and generalizations.*		
5.5 Students are expected to build upon and continue applying previous learning. ***Grade 3*** *Consult print and multimedia resources to check and correct spelling.*		

Range and Complexity (RC)

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

GRADE SIX	GRADE SEVEN	GRADE EIGHT
6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.
6.2 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Print upper- and lower-case letters proportionally using appropriate handwriting techniques.*		
6.3 Students are expected to build upon and continue applying conventions previous learning. ***Grade 1*** *Write left to right leaving spaces between words.*		
6.3 Students are expected to build upon and continue applying previous learning. ***Grade 4*** *Demonstrate effective keyboarding skills.*		
6.5 *Students are expected to build upon and continue applying previous learning.* ***Grade 5*** *Connect upper- and lowercase letters efficiently and proportionately in cursive handwriting.*		

Communication (C)

Expectations for Teaching and Learning
Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.

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 (MC)

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.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text.	1.1 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints.	1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.
1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.	1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion.	1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.

1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.	1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks.	1.3 Apply effective communication techniques based on a variety of contexts and tasks.
1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose and respond to specific questions to clarify thinking and express new thoughts.	1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.	1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.
1.5 Review and reflect upon the main ideas expressed to demonstrate an understanding of diverse perspectives.	1.5 Consider new ideas and diverse perspectives of others when forming opinions regarding a topic, text, or issue.	1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.
1.6 Indicator does not begin until English 1. ***English 1*** *Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.*		

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

2.1 Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.	2.1 Gather relevant information from diverse print and multimedia sources to articulate claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions facts and details.	2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.
2.2 Distinguish between credible and non-credible sources of information.	2.2 Analyze and evaluate the credibility of information and accuracy of findings.	2.2 Analyze and evaluate credibility of information and accuracy of findings.
2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	2.3 Quote and paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.
2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	*2.4 Students are expected to build upon and continue applying previous learning.*	

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

3.1 Analyze the impact of selected media and formats on meaning.	*Students are expected to build upon and continue applying previous learning.*	
3.2 Utilize multimedia to enrich presentations.	3.2 Utilize multimedia to clarify information and strengthen claims or evidence.	3.2 Utilize multimedia to clarify information and emphasize salient points.

Language, Craft, and Structure (LCS)

Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
4.1 Determine the effectiveness of a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	4.1 Determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	4.1 Determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
4.2 Identify the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.	4.2 Analyze the effectiveness of the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.	4.2 Analyze the effectiveness of the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.
4.3 Determine how the speaker: a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience.	4.3 Analyze the presentation to determine how the speaker: a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience.	4.3 Evaluate the presentation to determine how the speaker: a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience.

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

5.1 Consider audience when selecting presentation types.	5.1 Consider audience when selecting presentation types	5.1 Consider audience when selecting presentation types.
5.2 Select and integrate craft techniques to impact audience.	5.2 Select and employ a variety of craft techniques to convey a message and	5.2 Select and employ a variety of craft techniques to convey a message and

	impact the audience.	impact the audience.
5.3 This indicator does not begin until English 1. ***English 1*** *Develop messages that use logical, emotional, and ethical appeals.*		

Disciplinary Literacy (DL)

Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes valued by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21st century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

The *South Carolina College- and Career-Ready Standards for English Language Arts 2015* include the Disciplinary Literacy practices listed below:

- **Read, write, and communicate using knowledge of a particular discipline.**
- **Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.**
- **Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.**

English 1 through English 4
Standards and Indicators

State Board Approved – First Reading January 21, 2015

Inquiry-Based Literacy Standards (I)

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

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Use a recursive process to develop, evaluate, and refine, questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	1.1 Use a recursive process to develop, refine, and evaluate of questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.

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

2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering multiple perspectives and alternative views.	2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering multiple perspectives and alternative views.	2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering multiple perspectives and alternative views.	2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering multiple perspectives and alternative views.

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

3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.
3.2 Examine historical, social, cultural, or political context to broaden inquiry.	3.2 Examine historical, social, cultural, or political context to broaden inquiry.	3.2 Examine historical, social, cultural, or political context to broaden inquiry.	3.2 Examine historical, social, cultural, or political context to broaden inquiry.
3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.

3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.	3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.	3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.	3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.

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

4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.
4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.
4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.

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

5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.
5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.
5.3 Analyze the process to evaluate and revise plan and strategies; address successes and	5.3 Analyze the process to evaluate and revise plan and strategies; address successes	5.3 Analyze the process to evaluate and revise plan and strategies; address successes	5.3 Analyze the process to evaluate and revise plan and strategies; address successes

misconceptions; and apply learning to future inquiry.	and misconceptions; and apply learning to future inquiry.	and misconceptions; and apply learning to future inquiry.	and misconceptions; and apply learning to future inquiry.

Reading - Literary Text

Expectations for Teaching and Learning
Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.

By the end of English 4, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: adventure stories, historical fiction, contemporary realistic fiction, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

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.

Principles of Reading (P)

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

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Recognize the distinguishing features of a sentence.*			
1.2 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *Recognize that spoken words are represented in written language by specific sequences of letters.*			
1.3 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *Understand that words are separated by spaces in print.*			

1.4 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *Recognize and name all upper- and lowercase letters of the alphabet.*

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

2.1 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Distinguish long from short vowel sounds in spoken single-syllable words.*
2.2 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Orally produce single-syllable words by blending sounds including consonant blends in spoken words.*
2.3 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.*
2.4 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Segment spoken single-syllable words into their complete sequence of individual sounds.*
2.5 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *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 Students are expected to build upon and continue applying previous learning. ***Grade 4*** *Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.*
3.2 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use knowledge of how syllables work to read multisyllabic words.*
3.3 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Read irregularly spelled two-syllable words and words with common prefixes and suffixes.*
3.4 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use and apply knowledge of vowel diphthongs.*
3.5 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use and apply knowledge of how inflectional endings change words.*
3.6 Students are expected to build upon and continue applying previous learning. ***Grade 3*** *Read grade-appropriate irregularly spelled words.*

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

4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on

successive readings.	successive readings.	successive readings.	successive readings.
4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning and Context (MC)

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

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.	5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.
5.2 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Make predictions before and during reading; confirm or modify thinking.*			

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

6.1 Determine a theme a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6.1 Analyze the development of related themes across multiple texts citing evidence to support-analysis; provide an objective summary.	6.1 Analyze the development of related themes across a variety of texts citing evidence to support-analysis; provide an objective summary.

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

7.1 Trace the development of a	7.1 Trace the development of a	7.1 Analyze the development of	7.1 Analyze the development of

common theme in two different artistic mediums.	common theme across media, modality, and format.	theme across diverse media, modality, and format.	theme across diverse media, modality, and format.
7.2 Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	7.2 Explain how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.

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

8.1 Analyze how a series of ideas or events is introduced, developed, connected, and ordered within a particular context.	8.1 Analyze how a series of ideas or events is introduced, developed, connected, and ordered within a particular context.	8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.	8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.

Language, Craft, and Structure (LCS)

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.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
9.1 Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone.	9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	9.1 Analyze and interpret the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.	9.1 Evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.
9.2 *Students are expected to build upon and continue applying previous learning* ***Grade 7*** *Analyze the impact of the author's use of words, word phrases, and conventions on meaning and tone.*			

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 Students are expected to build upon and continue applying previous learning. ***Grade 6*** *Determine the meaning of a word or phrase using the overall meaning of a text or a word's position or function.*
10.2 Students are expected to build upon and continue applying previous learning. ***Grade 5*** *Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.*
10.3 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use a base word to determine the meaning of an unknown word with the same base.*
10.4 Students are expected to build upon and continue applying previous learning. ***Grade 5*** *Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.*
10.5 Students are expected to build upon and continue applying previous learning. ***Grade 6*** *Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.)*

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 Analyze how point of view and author's perspective and purpose shape content, meaning, and style.	11.1 Analyze how point of view and author's perspective and purpose shape content, meaning, and style.	11.1 Analyze how point of view and author's perspective and purpose shape content, meaning, and style, supports rhetorical or aesthetic purposes, and conveys cultural experience.	11.1 Analyze how point of view and author's perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.
11.2 *Students are expected to build upon and continue applying previous learning.* ***Grade 3*** *Compare and contrast the reader's point of view to that of the narrator or a character.*			

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

12.1 Determine the significance of the author's use of text structure and plot organization to create mood or effect citing support from the text.	12.1 Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text.	12.1 Analyze the relationships among structure, plot, and manipulation of time to determine how meaning is derived citing support from the text.	12.1 Evaluate various texts to formulate a theory regarding the authors' use of structure, plot, and manipulation of time citing support from the texts.
12.2 Analyze how an author's choices concerning how to	12.2 Analyze how an author's choices concerning how to	12.2 Analyze how an author's choices concerning how to	12.2 Critique how an author's choices concerning how to

structure a text, order events within the text, and manipulate time create different effects.	structure a text, order events within the text, and manipulate time create different effects.	structure texts, order events within the text, and manipulate time create different effects.	structure texts, order events within the text, and manipulate time create different effects.

Range and Complexity (RC)

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.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.	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.	13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.
13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	13.3 Read and respond to grade level text as self-directed, critical readers and thinkers.

Reading - Informational Text (RI)

Expectations for Teaching and Learning
Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.

By the end of English 4, students read informational (expository/persuasive/argumentative) texts in print and multimedia formats of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of multimedia texts.

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.

Principles of Reading (P)

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

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Recognize the distinguishing features of a sentence.*			
1.2 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *Recognize that spoken words are represented in written language by specific sequences of letters.*			
1.3 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *Understand that words are separated by spaces in print.*			

1.4 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *Recognize and name all upper- and lowercase letters of the alphabet.*

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

2.1 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Distinguish long from short vowel sounds in spoken single-syllable words.*
2.2 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Orally produce single-syllable words by blending sounds including consonant blends in spoken words.*
2.3 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.*
2.4 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Segment spoken single-syllable words into their complete sequence of individual sounds.*
2.5 Students are expected to build upon and continue applying previous learning. ***Kindergarten*** *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 Students are expected to build upon and continue applying previous learning. ***Grade 4*** *Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.*
3.2 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use knowledge of how syllables work to read multisyllabic words.*
3.3 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Read irregularly spelled two-syllable words and words with common prefixes and suffixes.*
3.4 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use and apply knowledge of vowel diphthongs.*
3.5 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use and apply knowledge of how inflectional endings change words.*
3.6 Students are expected to build upon and continue applying previous learning. ***Grade 3*** *Read grade-appropriate irregularly spelled words.*

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

4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression,	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression,	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression,	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression,

intonation, and phrasing on successive readings.	intonation, and phrasing on successive readings.	intonation, and phrasing on successive readings.	intonation, and phrasing on successive readings.
4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.

Meaning and Context (MC)

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

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.	5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.	5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.	5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.
5.2 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Make predictions before and during reading; confirm or modify thinking.*			

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

6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.	6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.

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

7.1 Explain how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.	7.1 Explain how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.	7.1 Analyze how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.	7.1 Evaluate the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.

Language, Craft, and Structure (LCS)

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.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
8.1 Determine figurative, connotative, and technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.	8.1 Determine the figurative, connotative, and technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.	8.1 Determine the figurative, connotative, and technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.	8.1 Determine the figurative, connotative, and technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases.
8.2 Determine how an author uses text features and structures to shape meaning and tone.	8.2 Explain how the author's meaning and tone are developed and refined by text features and structures.	8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.	8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.

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 Students are expected to build upon and continue applying previous learning. ***Grade 6*** *Determine the meaning of a word or phrase using the overall meaning of a text or a word's position or function.*
9.2 Students are expected to build upon and continue applying previous learning. ***Grade 6*** *Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes.*
9.3 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use a base word to determine the meaning of an unknown word with the same base.*
9.4 Students are expected to build upon and continue applying previous learning. ***Grade 4*** *Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.*

9.5 Students are expected to build upon and continue applying previous learning. ***Grade 5*** *Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate and understanding of nuances and jargon.*
9.3 Students are expected to build upon and continue applying concepts learned previously. ***Grade 5*** *Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.*

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

10.1 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	10.1 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	10.1 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	10.1 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

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

11.1 Explain how the author's ideas or claims are supported through the use of text features and structures.	11.1 Analyze in detail how the author's ideas or claims are supported through the use of text features and structures.	11.1 Evaluate the effectiveness of the author's use of text features and structures to support a claim.	11.1 Compare and contrast the effectiveness of authors' uses of text features and structures to support similar claims.
11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.	11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.

Range and Complexity (RC)

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.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
12.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	12.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	12.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	12.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.
12.2 Read independently for a sustained period of time.	12.2 Read independently for a sustained period of time.	12.2 Read independently for a sustained period of time.	12.2 Read independently for a sustained period of time.
12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.

Writing (W)

Expectations for Teaching and Learning
Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.

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 (MCC)

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

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Write arguments that: a. introduce a precise claim and differentiate between the claim and counterclaims; b. use relevant information from multiple print and multimedia sources; c. assess the credibility and accuracy of each source; d. use an organizational structure that logically sequences and establishes clear relationships among	1.1 Write arguments that: a. introduce a precise claim and differentiate between the claim and counterclaims; b. use relevant information from multiple print and multimedia sources; c. assess the credibility and accuracy of each source; d. use an organizational structure that logically sequences and establishes clear relationships among	1.1 Write arguments that: a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims; b. use relevant information from multiple print and multimedia sources; c. assess the credibility and accuracy of each source; d. create an organizational	1.1 Write arguments that: a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims; b. use relevant information from multiple print and multimedia sources; c. assess the credibility and accuracy of each source; d. create an organizational

claims, counterclaims, reasons, warrants, and evidence; e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims; f. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; g. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; h. provide a concluding statement or section that follows from and supports the argument presented; and i. include a call to action.	claims, counterclaims, reasons, warrants, and evidence; e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims; f. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; g. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; h. provide a concluding statement or section that follows from and supports the argument presented; and i. include a call to action.	structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence; e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases; f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims; g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline; h. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; i. avoid logical fallacies and demonstrate an	structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence; e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases; f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims; g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline; h. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; i. avoid logical fallacies and demonstrate an

		understanding of objectivity and subjectivity; j. provide a concluding statement or section that follows from and supports the argument presented; and k. include a call to action.	understanding of objectivity and subjectivity; j. provide a concluding statement or section that follows from and supports the argument presented; and k. include a call to action.

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 Write informative/explanatory texts that: a. introduce a topic; b. use relevant information from multiple print and multimedia sources; c. organize complex ideas, concepts, and information to make connections and distinctions; d. assess the credibility and accuracy of each source; e. include formatting, graphics, and multimedia to aid comprehension as needed; f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and	2.1 Write informative/explanatory texts that: a. introduce a topic; b. use relevant information from multiple print and multimedia sources; c. organize complex ideas, concepts, and information to make connections and distinctions; d. assess the credibility and accuracy of each source; e. include formatting, graphics, and multimedia to aid comprehension as needed; f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and	2.1 Write informative/explanatory texts that: a. introduce a topic; b. use relevant information from multiple print and multimedia sources c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; d. assess the credibility and accuracy of each source; e. include formatting, graphics, and multimedia to aid as needed; f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; g. quote or paraphrase the data and conclusions of others	2.1 Write informative/explanatory texts that: a. introduce a topic; b. use relevant information from multiple print and multimedia sources c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; d. assess the credibility and accuracy of each source; e. include formatting, graphics, and multimedia to aid as needed; f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; g. quote or paraphrase the data and conclusions of others

following a standard format for citation. h. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; i. use precise language and domain-specific vocabulary to manage the complexity of the topic; j. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and k. provide a concluding statement or section that follows from and supports the information or explanation presented.	following a standard format for citation. h. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; i. use precise language and domain-specific vocabulary to manage the complexity of the topic; j. establish and maintain a consistent style and objective tone while attending norms and conventions of the discipline; and k. provide a concluding statement or section that follows from and supports the information or explanation presented.	while avoiding plagiarism and following a standard format for citation. h. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; i. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; j. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and k. provide a concluding statement or section that follows from and supports the information or explanation presented.	while avoiding plagiarism and following a standard format for citation. h. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; i. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; j. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and k. provide a concluding statement or section that follows from and supports the information or explanation presented.

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 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;	3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;	3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;	3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;

b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events; c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters; d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole; e. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and f. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events; c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters; d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole; e. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and f. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	b. engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; c. create a smooth progression of experiences or events; d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; e. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	b. engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; c. create a smooth progression of experiences or events; d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; e. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Language (L)

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

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
4.1 When writing: a. use parallel structure; b. identify and use gerunds, infinitives, and participles; c. identify and use active and passive verbs; d. explain and use indicative, imperative, subjunctive, conditional verb moods to communicate different messages; and e. use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.	4.1 When writing: a. use parallel structure; b. use verb, noun, prepositional, and verbal phrases to communicate different meanings; c. Use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety; d. Use parallel structures to communicate similar ideas; and e. Use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.	4.1 When writing: a. use verb, noun, prepositional, and verbal phrases to communicate different meanings; b. use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety; c. demonstrate command of grammar and usage rules; d. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and e. resolve issues of complex or contested usage, consulting references as needed.	4.1 When writing: a. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and b. resolve issues of complex or contested usage, consulting references as needed.
4.2 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Form and use frequently occurring irregular plural nouns.*			
4.3 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use reflexive pronouns.*			
4.4 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Form and use the past tense of frequently occurring irregular verbs.*			
4.5 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use adjectives and adverbs and choose between them depending on what is to be modified.*			

4.6 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use frequently occurring positional and time and place prepositions.*
4.7 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Use frequently occurring conjunctions.*
4.8 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Produce, expand, and rearrange complete simple and compound sentences.*

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

5.1 Students are expected to build upon and continue applying previous learning. ***Grade 5*** *Apply correct usage of capitalization in writing.*			
5.2 Use: a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses; b. a colon to introduce a list or quotation; and c. commas to separate adjacent, parallel structures.	5.2 Use: a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses; b. a colon to introduce a list or quotation; and c. commas to separate adjacent, parallel structures.	5.2 Use: a. semicolon, colon, and comma conventions; and b. hyphenation conventions.	5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
5.3 Students are expected to build upon and continue applying previous learning. ***Grade 3*** *Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.*			
5.4 Students are expected to build upon and continue applying previous learning. ***Grade 4*** *Use spelling patterns and generalizations.*			
5.5 Students are expected to build upon and continue applying previous learning. ***Grade 3*** *Consult print and multimedia resources to check and correct spellings.*			

Range and Complexity (RC)

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

6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.

6.2 Students are expected to build upon and continue applying previous learning. ***Grade 2*** *Print upper- and lower-case letters proportionally using appropriate handwriting techniques.*			
6.3 Students are expected to build upon and continue applying previous learning. ***Grade 1*** *Write left to right leaving space between words.*			
6.4 Demonstrate effective keyboarding skills.	6.5 Demonstrate effective keyboarding skills.	6.5 Demonstrate effective keyboarding skills.	6.5 Demonstrate effective keyboarding skills.
6.5 Students are expected to build upon and continue applying previous learning. ***Grade 5*** *Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.*			

Communication (C)

Expectations for Teaching and Learning
Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.

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 (MC)

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.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.	1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.	1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.	1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.
1.2 Initiate and participate effectively in a range of	1.2 Initiate and participate effectively in a range of	1.2 Initiate and participate effectively in a range of	1.2 Initiate and participate effectively in a range of

collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.	collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.	collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.	collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.
1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.	1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.	1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.	1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.
1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.	1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.	1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.	1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.
1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.	1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.	1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.	1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.
1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details.	1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details.

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

2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely,	2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely,	2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such	2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such

and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.	and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.	that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.	that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.
2.2 Distinguish between credible and non-credible sources of information.	2.2 Distinguish between credible and non-credible sources of information.	2.2 Distinguish between credible and non-credible sources of information.	2.2 Distinguish between credible and non-credible sources of information.
2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.

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

3.1 Determine how context influences the mode of communication used by the presenter in a given situation.	3.1 Analyze how context influences the mode of communication used by the presenter in a given situation.	3.1 Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.	3.1 Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.
3.2 Create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	3.2 Create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

Language, Craft, and Structure (LCS)

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

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.	4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.	4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals.	4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals.	4.2 Analyze the speaker's delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.	4.2 Evaluate the speaker's delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.
4.3 Analyze the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.	4.3 Analyze the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.	4.3 Evaluate the effectiveness of the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.	4.3 Evaluate the effectiveness of the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

5.1 Remain conscious of the audience and anticipate possible misconceptions or objections.	5.1 Remain conscious of the audience and anticipate possible misconceptions or objections.	5.1 Give extemporaneous and planned presentations that are engaging and well-crafted.	5.1 Give extemporaneous and planned presentations that are engaging and well-crafted.
5.2 Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience.	5.2 Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience.	5.2 Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-	5.2 Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen

		chosen and well-organized facts and details.	and well-organized facts and details.
5.3 Develop messages that use logical, emotional, and ethical appeals.	5.3 Develop messages that use logical, emotional, and ethical appeals.	5.3 Develop messages that use logical, emotional, and ethical appeals.	5.3 Develop messages that use logical, emotional, and ethical appeals.

Disciplinary Literacy (DL)

Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes valued by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21st century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

The *South Carolina College- and Career-Ready Standards for English Language Arts 2015* include the Disciplinary Literacy practices listed below:

- **Read, write, and communicate using knowledge of a particular discipline.**
- **Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.**
- **Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.**