SC EDUCATION
OVERSIGHT COMMITTEE
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AGENDA

Monday, April 14, 2008
1:00 p.m.
101 Blatt Building

I.	Welcome and Introductions	Mr. Harold Stowe
II.	Approval of the Minutes of February 11	Mr. Harold Stowe
III.	Special Remarks	The Honorable John Matthews
IV.	Recognition of Closing the Gap Schools Results of Analyses	Mr. David Potter
	Comments from Recognized Principals Charles Middleton, Walhalla Middle School Mishawna D. Moore, Sanders-Clyde Elementary School	
	Recognition of Principals/School Representatives	Mr. Harold Stowe Supt. Jim Rex
V.	Subcommittee Reports	
	A. Academic Standards and Assessments Action: Graduation Rate Goals Action: English Language Arts Content Standards Action: Ratings Criteria for Career & Technology Centers	Mr. Tom DeLoach
	B. EIA & Improvement Mechanisms Information: Update on the FY2009 Budget	Mr. Bob Daniel
	C. Public Awareness No Report	Mr. Mike Brenan
VI.	New Business/General Discussion	
VII.	Adjournment	

Harold C. Stowe
CHAIR
Kristi V. Woodall
VICE CHAIR
Michael R. Brenan
Bill Cotty
Robert C. Daniel
Thomas O. DeLoach
Dennis Drew
Mike Fair
Barbara B. Hairfield
Robert W. Hayes, Jr.
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Buffy Murphy
Joseph H. Neal
Jim Rex
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Robert E. Walker
Kent M. Williams

Jo Anne Anderson
EXECUTIVE DIRECTOR

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Minutes of the Meeting
February 11, 2008

Members present: Mr. Stowe, Mr. Martin, Mr. Brenan, Mr. Daniel, Mr. DeLoach, Mr. Drew, Sen. Fair, Mrs. Hairfield, Sen. Hayes, Rep. Neal, Supt. Rex, Mr. Robinson, Rep. Walker, Dr. Woodall

I. Welcome and Introductions: Mr. Stowe welcomed members and their guests to the meeting.

II. Approval of the Minutes: The minutes of the December 10 meeting were approved as distributed.

III. Subcommittee Reports

A. Academic Standards and Assessments: Mr. DeLoach reported on behalf of the subcommittee.

(1) Action: US History End-of-Course Examination. The subcommittee moved to defer approval of the US History End-of-Course Examination until the impact of support materials upon instruction and therefore the alignment of the test with student opportunity to learn in the 2007-2008 academic year can be evaluated. The motion was approved;

(2) Action: SC-Alternate Test. The subcommittee moved to approve the SC-Alternate Test based upon the technical review and responses from the SC Department of Education. The motion was approved;

(3) Information: Mr. DeLoach asked Dr. Anderson to review the evaluative studies of components of the accountability system that had been conduced in the last two years. Copies of the studies are accessible on the EOC website or by request;

(4) Information: Mr. DeLoach drew members' attention to copies of H4662 and a revised work plan that had been placed at their seats. He extended appreciation to all who had been involved in developing the recommendations for strengthening the accountability system—Superintendent Rex, Speaker Harrell, Rep. Walker, members of task forces and the staff of the two agencies. Supt. Rex asked that we all move with urgency, expressing concerns over a 2010 full administration of the new test instead of 2009. Rep. Walker indicated that the proposed legislation was strong, ensured continuous accountability and did not lower our standards. Mrs. Hairfield supported end-of-year testing in social studies and Mr. Martin indicated support for and use of the data to ensure that the measures are fair.

B. EIA and Improvement Mechanisms: There was no report.

C. Public Awareness: Mr. Brenan reported on behalf of the subcommittee:

(1) Action: SC Literacy Champions. Mr. Brenan outlined a partnership among the EOC, the PAIRS publishers and the press association to recognize postsecondary service learning efforts that boost student literacy. An awards program is to be developed, with funds raised from corporate South Carolina to support the award. Upon the subcommittee motion, the program was approved;

(2) Action: Be There. Mr. Brenan outlined a partnership among the SC School Boards Association, the Be There campaign organizers and the EOC. The media campaign emphasizes the practical, day-to-day, ways in which parents can engage and support their children's achievement. In 2008-2009 the program is to be piloted in four districts: Clarendon 1, Laurens 55, Jasper and Marlboro. Upon the subcommittee motion, the program was approved;

(3) Information: Web Search Capacity. Mrs. Yow presented the web search mechanism developed in partnership with SC Interactive.

IV. Administrative Issues

(1) Election of the Chairman and Vice Chairman. Mr. Martin assumed the chair and opened nominations for the Chairman. Mr. Robinson nominated Mr. Stowe; Mr. Daniel seconded. The nominations were closed. Having no other nominations; Mr. Stowe was elected. Senator Fair nominated Dr. Woodall for the vice chair. Rep. Walker seconded the motion. The nominations were closed; Having no other nominations, Dr. Woodall was elected;

(2) February 1 Report: Mr. Martin drew members' attention to the draft annual report at their desks. Members are asked to notify Mrs. Yow of the need for changes by Friday, February 15. The report is published and distributed to education and legislative audiences across South Carolina.

V. Report on the Evaluation of the Child Development Education Program Pilot: Mr. Potter reviewed the evaluation design and findings with members of the EOC and the audience. A number of questions were raised about the use of the DIAL as a screening instrument. Sen. Fair raised questions about facilities requirements. Sen. Hayes asked if S815 addressed the administrative issues fully. Dr. Anderson indicated the staff would review the bill to determine that and respond to his concern.

VI. Informational Report on the National Board Certification: Dr. Horne provided an update to the information presented to the EOC in August. There were discussions about the mixed results from achievement studies as well as the potential for recruiting and retaining teachers. NBPTS funds are used to meet the southeastern average teacher pay requirement. The EOC members asked for continuing information.

VII. Special Discussion: Performance Pay for Teachers: Dr. Rex introduced the topic of performance pay and its potential. Dr. Rex pointed out that education, as many other industries, is "chasing talent." He referenced three areas for change: making it easier to remove teachers who are not competent; paying a professional competitive livable wage; and tying incentives and rewards to performance. Mark Bounds, SCDE Deputy Superintendent, outlined the uses of the $40 million federal grant. Jason Culbertson, Director of the Teacher Advancement Program (TAP) for the SCDE, outlined the TAP initiatives and impact. Dr. David O'Shields, Laurens School District 56, provided information on his experiences as a TAP principal and the positive impact of the program. Dr. Bounds ended the discussion with information on actions to recruit teachers to rural areas and to provide them housing.

Mr. Stowe suggested that the EOC and Superintendent Rex continue their discussions of performance pay and ways in which to enhance the teaching profession.

Having no other business, the EOC adjourned.

2007 Schools Closing The Achievement Gap

Aiken
Gloverville Elementary
Greendale Elementary
Millbrook Elementary

Anderson 1
Palmetto Elementary
Cedar Grove Elementary
West Pelzer Elementary
Spearman Elementary
Wren Elementary
Powdersville Middle
Powdersville Elementary

Anderson 2
Honea Path Elementary
Wright Elementary

Anderson 3
Iva Elementary

Anderson 4
Townville Elementary

Anderson 5
Concord Elementary

Beaufort
Shell Point Elementary
Coosa Elementary

Berkeley
Marrington Elementary/Middle School of the Arts
Howe Hall Aims School
Sangaree Intermediate
Hanahan Elementary
Westview Primary

Calhoun
Sandy Run Elementary

Charleston
Harbor View Elementary
Minnie Hughes Elementary
Jennie Moore Elementary
Matilda F Dunston Elementary
Sanders-Clyde Elementary
Springfield Elementary
St. Andrews School of Math & Science
Stiles Point Elementary
Ashley River Creative Arts Elementary
Buist Academy
Charleston County School of the Arts
Charles Pinckney Elementary

Chesterfield
Ruby Elementary

Clarendon 1
St. Paul Primary

Clarendon 2
Manning Primary

Dillon 2
East Elementary
South Elementary
Stewart Heights Elementary

Dorchester 2
R. H. Rollings Middle School of the Arts
Newington Elementary
Flowertown Elementary
Oakbrook Elementary
Windsor Hill Elementary

Edgefield
Merriwether Elementary

Florence 1
Carver Elementary
Royall Elementary

Georgetown
Pleasant Hill Elementary
Plantersville Elementary
Sampit Elementary

Greenville
Brushy Creek Elementary
Plain Elementary
Crestview Elementary
East North Street Academy of Science and Math
Mauldin Elementary
Mitchell Road Elementary
Paris Elementary
Pelham Road Elementary
Simpsonville Elementary
Westcliffe Elementary
Oakview Elementary
Bell's Crossing Elementary
Robert E. Cashion Elementary

Greenwood 52
Ninety Six Elementary

Hampton 1
Brunson Elementary

Horry
Aynor Elementary
Homewood Elementary
Lakewood Elementary
Loris Elementar
Midland Elementary
Myrtle Beach Elementary
Forestbrook Elementary
North Myrtle Beach Elementary
Carolina Forest Elementary
Seaside Elementary
Socastee Elementary
North Myrtle Beach Intermediate

Kershaw
Baron Dekalb Elementary
Blaney Elementary
Lugoff Elementary
Mt. Pisgah Elementary

Lancaster
McDonald Green Elementary

Laurens 55
Gray Court-Owings Elementary

Laurens 56
Joanna-Woodson Elementary

Lexington 1
Oak Grove Elementary
Lexington Middle
Midway Elementary
Lake Murray Elementary

Lexington 2
Pineview Elementary
Claude A. Taylor Elementary

Lexington 5
Dutch Fork Elementary
Lake Murray Elementary
Ballentine Elementary
Oak Pointe Elementary

Newberry
Gallman Elementary
Little Mountain Elementary

Oconee
Walhalla Middle
Keowee Elementary
Northside Elementary
Walhalla Elementary

Pickens
Ambler Elementary
East End Elementary
Holly Springs Elementary
A. R. Lewis Elementary
Six Mile Elementary

Richland 2
Blythewood Middle
Bookman Road Elementary
Lake Carolina Elementary
Round Top Elementary
Sandlapper Elementary
Polo Road Elementary

Spartanburg 1
New Prospect Elementary

Spartanburg 2
Chesnee Elementary
Cooley Springs-Fingerville Elementary
James H. Hendrix Elementary
Mayo Elementary
Carlisle-Foster's Grove Elementary
Oakland Elementary

Spartanburg 3
Cannons Elementary

Spartanburg 5
Reidville Elementary
Wellford Elementary
River Ridge Elementary
Berry Shoals Intermediate

Spartanburg 6
R. P. Dawkins Middle

Sumter 2
F. J. Delaine Elementary
Shaw Heights Elementary

Union
Buffalo Elementary

Williamsburg
W. M. Anderson Primary

York 1
Harold C. Johnson Middle
Hickory Grove-Sharon Elementary

York 2
Bethany Elementary
Bethel Elementary
Crowders Creek Middle
Griggs Road Elementary
Crowders Creek Elementary

York 3
Rosewood Elementary

York 4
Fort Mill Elementary
Orchard Park Elementary
Springfield Middle

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessments

Date: April 14, 2008

REPORT/RECOMMENDATION

Recommendations for the High School Graduation Rate Goal

Goal Recommendations:
(1) Adopt the recommended graduation rate goal of 88.3% to be achieved by 2014.
(2) Adopt the goal for the statewide success rate of students to be phased in as measures of the goal become available. The state occupational certificate for students with severe disabilities referenced in the statewide success rate is not currently available.

Policy and Procedural Recommendations:
(3, 4, and 5) Adopt these recommendations for transmittal to the SC Department of Education.
(6a and 7a) The graduation rate based on students obtaining the state high school diploma within four years, including students with disabilities earning the state diploma within the time period specified in their IEPs, is the current measure used for the state and federal accountability systems.
(6b and 7b). Adopt the recommendations for inclusion in separately reported graduation rate calculations of students receiving the state diploma within five years (schools and districts) and the inclusion of students earning the state diploma through district Adult Education programs within five years (districts only) beginning with the 2008-2009 school year.
(8a) Adopt the state graduation rate for reporting beginning with the 2008-2009 school year.
(8b) Adopt the statewide success rate for reporting when measures become available.

PURPOSE/AUTHORITY

Proviso 1A.58, General Appropriations Act, 2007-2008: “The Education Oversight Committee may base ratings for school districts and high schools on criteria that include graduation from high school with a state high school diploma and ratings may be based on criteria aligned with workforce needs including, but not limited to, exit examination performance and other criteria identified by technical experts and appropriate groups of educators and workforce advocates. For other schools without standard-based assessments the ratings may be based upon criteria identified by technical experts and appropriate groups of educators. All ratings criteria must be approved by the Education Oversight Committee."

CRITICAL FACTS

Objective 1 for 2007-2008 adopted by the EOC at its October 2007 meeting includes "establishing a goal for high school graduation to include reporting data for different student groups and the inclusion of fifth year graduates." An advisory panel including school, district, and state-level educators and business representatives met twice and generated recommendations regarding both the goal and the measures used for assessing the high school graduation rate.

TIMELINE/REVIEW PROCESS

February 8 2008: High School Graduation Rate Goal Advisory Panel met in Columbia and generated draft recommendations.
February 28, 2008: Members of the Advisory Panel met by conference call to discuss the draft recommendations and finalize them for submission to the EOC.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact

Fund/Source:

ACTION REQUEST

☒ **For approval** ☐ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**

☐ **Not Approved** ☐ **Action deferred (explain)**

SOUTH CAROLINA ACADEMIC STANDARDS FOR ENGLISH LANGUAGE ARTS

South Carolina Department of Education
Columbia, South Carolina

2008

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Acknowledgments

South Carolina owes a debt of gratitude to the following organizations and individuals for their assistance in the revision of the *South Carolina English Language Arts Curriculum Standards 2002*.

2007 State English Language Arts Writing Panel

The members of the state English language arts writing panel used recommendations from various review panels to revise the 2002 document. South Carolina English language arts writing panel members were the following individuals:

Dale Anthony
Literacy Coach, Sims Junior High School
Union School District

Frank W. Baker
Media Literacy Consultant
Columbia, South Carolina

Dr. Floyd Creech
Early Childhood Coordinator
Florence School District One

Victoria Dixon-Mokeba
Lead Teacher, Carolina School for Inquiry
Richland School District One

David Foster
Language Arts Coordinator
Richland School District Two

Patti Hunnicutt
Literacy Coach, South Carolina Reading Initiative
Pickens County

Judy Ingle
Curriculum Specialist, Carvers Bay High School
Georgetown School District

Dr. Marie Milam
Coordinator of Curriculum and Instruction
Greenwood School District Fifty-One

Dr. Sharon Moore-Askins
Assistant Professor of Education
Francis Marion University

Dr. Suzanne Ozment
Executive Vice Chancellor for Academic Affairs and Professor of English
University of South Carolina–Aiken

2007-08 Writing Panel

Cathy Chapman
District Curriculum Coach
Chesterfield County School District

Cathy Delaney
English Language Arts Coordinator K-5
Berkeley County School District

Susan Evanoff

Dorchester School District Two

Judith Ingle
Retired Educator

Sandi Jordan
Elementary Literacy Coach (Schools)
Lexington School District One

Lauren Lavenia
Middle Grades Literacy Coach (School)
Lexington School District Two

David Foster
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Deborah Purvis
Kindergarten Teacher
Florence School District One

Andrea Gallagher
High School English Teacher
Charleston County School District

Lynn Turner
Middle School Language Arts Teacher
Georgetown County

Patti Hunnicutt
Regional Literacy Coach
South Carolina Reading Initiative

Polly Wingate
Reading Recovery Teacher Leader
Rock Hill School District

South Carolina Education Oversight Committee

Dr. Jo Anne Anderson, executive director of the South Carolina Education Oversight Committee (EOC), and Dr. Paul Horne, the EOC director of curriculum and program overview, facilitated the work of three language arts review teams: a team of language arts educators from across the nation; a team of South Carolina parents and business and community leaders; and a team of South Carolina teachers of English language learners and special education teachers.

State Department of Education

The academic standards in this document were initially developed under the direction of Lucinda Saylor, deputy superintendent, Division of Curriculum Services and Assessment, and revised under the direction of Dr. Valerie Harrison, deputy superintendent, Division of Standards and Learning and Dr. Helena Tillar, director, Office of Academic Standards.

The following State Department staff members assisted in the design and development of this document:

Amelia Brailsford, Coordinator, Office of Assessment
Bev Collom, Education Associate, Office of Curriculum and Standards
Jenny Howard, Education Associate, Office of Assessment
Cathy Jones, Coordinator, Office of Curriculum and Standards
Allison Norwood, Education Associate, Office of Curriculum and Standards
Caroline Savage, Education Associate, Office of Curriculum and Standards
Judy Shillinglaw, Education Associate, Office of Assessment

Introduction

The *South Carolina English Language Arts Academic Standards 2007* contains the revised academic standards in English language arts for South Carolina students from kindergarten through English 4. A field review of the first draft of these standards was conducted from September 9, 2006, through October 29, 2006. Feedback from that review has been incorporated into this document. The revised draft was presented to the State Board of Education on December 12, 2006, for first-reading approval.

The South Carolina Department of Education (SCDE), in consultation with Mid-continent Research for Education and Learning, developed these standards and the indicators utilizing a number of resources. Important among them are the English language arts standards documents of several other states as well as the national standards document *Standards for the English Language Arts,* published jointly in 1996 by the National Council of Teachers of English and the International Reading Association. The following publications and resources were also utilized:

- *Media Literacy* (a Web page written by South Carolina media consultant Frank Baker that features descriptions of and links to recommended texts and videos providing background and basic understanding of media literacy)
  http://www.frankwbaker.com/media_literacy.htm
- *Reading Framework for the 2009 National Assessment of Educational Progress* (Washington, DC: American Institutes for *Research,* 2005—prepublication edition)
  http://www.nagb.org/frameworks/fw.html
- *The State of State English Standards*, by Sandra Stotsky (Washington, DC: Thomas Fordham Foundation, 2005)
  http://www.edexcellence.net/doc/FullReport%5B01-03-05%5D.pdf
- *Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction* (Washington, DC: National Institute of Child Health and Human Development, 2000)
  http://www.nichd.nih.gov/publications/nrp/upload/report_pdf.pdf
- *Understanding University Success* (Eugene, OR: Center for Educational Policy Research, 2003)
  http://www.pewtrusts.com/pdf/education_understanding_success.pdf

Procedures for the review and revision of South Carolina standards agreed upon by the SCDE and the EOC were used as the basis for this review of the English language arts standards. These procedures are also used when the academic standards for other subject areas are revised.

South Carolina Academic Standards Documents

Beginning in 2004, the state-approved expectations for student learning will be called *academic standards* instead of *curriculum standards.* In accordance with the South Carolina Education Accountability Act of 1998, the purpose of academic standards is to provide the basis for the development of local curricula and statewide assessments. Consensually determined academic standards describe, for each grade level or high school course, the specific areas of student learning that are considered the most important for proficiency in the discipline at the particular level.

The academic standards in this document are not presented in an instructional sequence. All of the six standards and their indicators carry equal weight and should be taught in an integrated manner. These standards do not prescribe classroom activities, materials, instructional strategies, approaches, or practices—all of which are education components that need to be determined on the basis of the needs of individual students, schools, and districts. **The *South Carolina English Language Arts Academic Standards 2007* is not a curriculum.**

Revised Organization of the English Language Arts Standards Document

The organization of the South Carolina English language arts (ELA) standards document has been modified in several ways:

- The introduction outlines the development of the ELA standards document and explains the guiding principles that support the standards and their indicators.
- Standards are provided for the nine grade levels from kindergarten through grade eight and the four high school–level courses English 1, English 2, English 3, and English 4.
- The standards are no longer organized by strand; however, a heading is used to identify the ELA strand and the objective for each standard. The core information and ideas from each strand in the 2002 ELA standards document have been incorporated into the standards and indicators.
- The number of standards has been significantly reduced. To meet teachers' needs for specificity, each standard has specific indicators that support the standard.
- The standards for each of the nine grades and the four high school courses are prefaced with an overview that provides information concerning the content of those standards and their indicators and describes the process of stages of learning that can be expected at each particular level.
- Clarifying boxes are included at the beginning of each standard and provide additional information which may be helpful to the teacher. Such information may include lists of what students may be asked to read based on the National Assessment of Educational Progress (NAEP), a reference to previously learned material, an indication

of when an Instructional Appendix is available, or an explanation of other research such as that cited in the National Reading Panel report.

- The specific types of literary and informational texts that students should read at each grade level and in the high school courses are listed in a box directly below the standard statement for standards 1 and 2. The types of texts that are named reflect what students may be asked to read on the National Assessment of Educational Progress (NAEP) examination and are based closely on the listings that NAEP provides in the prepublication edition of its document *Reading Framework for the 2009 National Assessment of Educational Progress.* The listings in this South Carolina standards document are not intended to be exhaustive but are intended rather to guide the state's teachers in the selection of a wide variety of texts for their students to read.
- Instructional Appendixes are provided as a baseline for instruction. They are not intended to be all inclusive lists. Teachers should go above and beyond these appendixes, when appropriate, to meet the individual needs of students. Where an appendix is available, a notation is included at the end of an indicator in parentheses.

  Instructional appendixes include

  - High Frequency Words,
  - Greek and Latin Roots and Affixes
  - Writing Composite Matrix,
  - Suggestions for Reading Materials, and
  - Alignment of Indicator Concepts with Standards

- A glossary is also included as an integral component of the standards. The glossary should be used as the basis for understanding terms included in the standards. Terms included in the glossary are bolded in the text of a standard or indicator.
- In kindergarten through grade two, the indicators for standard 3 focus on beginning reading skills and strategies and are grouped on the basis of the five central components—phonics, phonemic awareness, vocabulary, comprehension, and fluency—that are delineated by the National Reading Panel in its 2000 report on the teaching of reading. An additional set of indicators for both kindergarten and grade one is grouped under the topic *concepts about print*.

  Two sets of indicators in standard 3 for kindergarten are centered in *oral language acquisition* and are separated into the subtopics *vocabulary development* and *comprehension development*. In standard 4 for kindergarten, the indicators are grouped under the topics *oral language expression* and *early writing development*.

In order for teachers to be successful in their instruction of the standards, it is imperative that they have all components of the standards document including

the introductory material, the standards and indicators, the glossary and the instructional appendixes.

ELA Curriculum Support Document

The SCDE will develop a standards support documents after State Board approval of these standards. Local districts, schools, and teachers can use the document to construct a standards-based curriculum, adding or expanding topics they believe are important and organizing the content to fit their students' needs. The support document will include materials and resources such as

- sample units that incorporate literacy elements,
- resources including those accessed through technology, and
- connections to other disciplines.

Definitions of Key Terms

- **Academic standards.** Statements of the most important and consensually determined expectations for student learning in a particular discipline. In South Carolina, ELA standards are provided for the nine levels from kindergarten through grade eight and for the four high school–level courses English 1 through English 4.
- **Indicators.** Specific statements of the cognitive processes and the content knowledge and skills that students must demonstrate in order to meet the particular ELA standard. The main verb in each indicator specifies the particular aspect of the particular cognitive processes that are described in the revised Bloom's taxonomy (see the appendix). Use of the taxonomy will allow teachers to identify the kind of knowledge addressed by an indicator and therefore enable them to teach the content in a more effective manner.

The term *including* appears frequently to indicate the specific items that are intended to focus the teaching and learning of the particular concept. Teachers must focus their instruction on the entire indicator, but they must also be certain to include in their instruction the components specified in the parenthetical *including* statements. Teachers must be aware that state assessments at each grade level may include indicators from the current grade level or course as well as all previous levels.

Statewide Assessments

The English language arts standards and indicators in grades three through eight will be used as the basis for the items on the ELA portion of the Palmetto Achievement Challenge Tests (PACT). The High School Assessment Program (HSAP) is an exit examination and is required for a high school diploma. Therefore, items for the HSAP examination are designed to measure mastery of skills that have been addressed in standards and indicators in grades six through eight and in English 1 through English 4.

as reflected in the 2007 HSAP test blueprint, which can be found on the SDE Web site. Those indicators specific to English 1 will be the basis for the End-of-Course Examination program (EOCEP) test for that course. **Indicators from previous grades may also be assessed at subsequent grade levels.**

Indicators related to media, viewing, and communication are embedded within the standards. They should be addressed through classroom instruction and assessed by the classroom teacher. Though standards including indicators that refer to communication and media literacy are not tested on state assessments, these skills are crucial to the quality of life in the present-day world.

Philosophical Background

The ultimate goal of the ELA academic standards is to teach students the skills and strategies needed to become productive, literate members of our society. Reading, writing, speaking, listening, and viewing are fundamental tools for learning, success in the workplace, and enriching our lives. Language arts instruction in South Carolina provides all students with the opportunity to use language in a lifetime of learning.

Literacy instruction is a continuous process that occupies a prominent position of importance in all K–12 classrooms in South Carolina. In today's increasingly complex world, literacy demands are intensifying and require more advanced levels of proficiency. Students need to become highly skilled, independent users of information in order to become responsible, productive citizens. Our ability to communicate is at the core of the human experience. Language skills are essential tools not only because they serve as the basis for future learning but also because they enhance the lives of students as human beings. Through instruction and immersion in a print-rich environment that includes a variety of literature and informational texts, students may better understand and appreciate the English language and therefore ultimately become proficient communicators.

South Carolina's academic standards for ELA represent what students from kindergarten through high school are expected to know and be able to do as readers, writers, communicators, and researchers. These standards are designed to guide school districts in the development of effective language arts curricula that include extensive opportunities for students to read, write, communicate, and inquire. These standards are not intended to be taught discretely in a predetermined order, nor are they prescriptions for a specific curriculum or type of instruction. Rather, they provide opportunities for innovation vital to teaching and learning. The standards are to be addressed frequently in a variety of ways with increasingly more difficult texts over extended periods of time to promote deeper understanding.

Many of the indicators related to media, viewing, and communication are embedded within the writing and researching standards and should be addressed through classroom instruction. Though standards including indicators that refer to viewing and media literacy are not tested on state assessments, these skills are crucial to the quality

of life in a society permeated by media. Technology and media have a critical place in classroom instruction. The skills needed by students to navigate their visual culture, similar to those of traditional print literacy, are as important as reading and writing.

Teachers and administrators make informed and effective curricular and instructional decisions about nurturing their students as readers, writers, and communicators. While ELA teachers are responsible for their own body of content, many of these academic standards are tools for lifelong learning that all teachers should integrate on a regular basis. Rigorous application of reading, writing, speaking, listening, viewing, and researching belongs in all South Carolina classrooms.–

Guiding Principles

The following guiding principles—which are modeled after those enunciated by the state of Massachusetts in its *English Language Arts Curriculum Framework 2001* (published online at http://www.doe.mass.edu/frameworks/current.html)—are the philosophical foundation of South Carolina's ELA academic standards and are intended to guide the construction and evaluation of all ELA curricula in the state.

Guiding Principle 1

An effective English language arts curriculum is framed within the context of *a community of learners*

Classrooms should be places of joyful learning where students have the opportunity to read, write, and converse in a nurturing environment that supports independent and collaborative learning. Teachers need to create spaces where learners come together as a community in which young people are encouraged to explore, take risks, and inquire about their world. Students need to be able to let teachers know who they are and to share the different perspectives they bring into the classroom. In such a context, students can learn about their classmates as individuals who each have unique ideas and talents to contribute.

Guiding Principle 2

Learning in English language arts is recursive.

Students at every grade level apply similar skills and strategies as they read increasingly more complex texts. Many reading and writing strategies do not change, but the difficulty and complexity of the texts provide the differentiation. As these skills and strategies are addressed frequently and over extended periods of time, students can come to acquire a deeper understanding and appreciation of more challenging texts, gaining sophistication as they grow as readers, writers, and learners.

Guiding Principle 3

Reading, writing, communication, and research are interdependent.

Reading, writing, speaking, listening, viewing, and researching are not discrete skills: each literacy strand intertwines with and supports the others, creating a tapestry of language. Effective use of language not only requires but extends students' thinking. As learners listen, view, discuss, or write, they engage in thought. Successful instruction is dependent upon the integration of the language arts with other content areas so that skills and concepts from multiple disciplines are woven together to support student learning. And when students undertake increasingly complex assignments that require them to communicate in response to what they are learning, they deepen their thinking about that topic.

Guiding Principle 4

An effective English language arts curriculum provides strategic and purposeful instruction in reading and writing.

Effective literacy instruction is explicit and systematic. It is intentional, based on assessed student needs, carried out in an organized manner, and clearly communicated to students. Quality instruction is responsive and authentic, connecting to student needs and relating to real-world purposes. Students at all levels—elementary, middle, and high school—need varied opportunities for reading, writing, listening, and speaking. Read-alouds, shared reading, and independent reading and writing experiences as well as reading and writing conferences, literature discussion groups, and strategy-based mini-lessons are all important instructional activities.

Guiding Principle 5

Oral language and expression is foundational to literacy learning and development.

Children develop oral language and literacy through appropriately challenging learning, and they need many opportunities to speak and listen. As they grow in vocabulary and concept development, they increase in their ability to use language to convey meaning. In view of the fact that written and spoken language develop together, it is vitally important that students be exposed to a language- and print-rich environment.

Students need to be given opportunities to participate in the kind of collaboration and discussion that arises out of meaningful contexts and experiences. They develop their understanding of graphic, textual, and structural features of print through exposure to nonfiction, fiction, poetry, and drama. In the primary grades, students progress from oral to written language. As they listen to stories read aloud, primary students develop

comprehension and fluency. Beyond the primary grades, students continue to refine their use of oral language and their level of literacy through speaking and listening.

Guiding Principle 6

An effective English language arts curriculum uses literature from a variety of cultures and eras.

Students should be given a broad exposure to classic and contemporary literary works representing cultures within the United States and throughout the world. Reading provides a bridge to other times and places, allowing students to experience not only the world around them but also the worlds of ages past. Literature provides a landscape that helps shape who children are and where they want to go. The power of literature shows us that anything is possible. Students must have time to read within the school day, and they must be given choices among the texts that they will read. Collaboration among teachers, school media specialists, and local librarians is critical in matching books to readers. In order to foster a love of reading, teachers need to encourage independent reading within and outside of class.

Guiding Principle 7

An effective English language arts curriculum emphasizes writing as a centerpiece of the school curriculum.

Writing is thinking. As students write, they are engaged in a recursive process of critical, analytical, and reflective thinking. In order to learn to write well, students must write often and write for a variety of purposes. They need opportunities to study the craft of writing by reading the works of others and seeing models of quality texts. Students must learn to “read like writers” and “write like readers.” Common expectations about writing are developed across the curriculum. Teachers in all content areas must provide students with the opportunity to write every day, both in and out of school. As students begin to write cohesively about increasingly more sophisticated concepts and ideas, their writing helps to ensure their academic success.

Guiding Principle 8

An effective English language arts curriculum utilizes all forms of media to prepare students to live in an information-rich society.

In today’s dynamic society, all forms of mass media are used to inform and persuade. Proficient students apply critical techniques to evaluate the validity of the information they encounter. In a culture where persuasive and invasive media messages abound, students need to think critically about what they read, hear, and view. The challenge for students is to respond to these media messages personally, critically, and creatively.

The inclusion of media literacy in South Carolina's academic standards recognizes the powerful force of mass media in the twenty-first century.

Today's emerging technologies include many multimedia devices and programs that depend on the appropriate application of technology and thus require media literacy skills: digital photography, DVDs, CD-ROMs, high-definition digital television, Internet streaming, MP3 players, nonlinear (computer/video) editing, PDAs (personal digital assistants), PowerPoint presentations, blogs (Weblogs), and more.

The skills of critical inquiry—the ability to question and analyze a message, whether it be textual, visual, auditory, or a combination of these—are a crucial element in literacy instruction. The production of visual media is also a crucial element, enabling students to acquire and demonstrate an understanding of advertising, aesthetic techniques, audience, bias, propaganda, and intellectual purpose. Integrating into the ELA curriculum the vocabulary and skills associated with media presentations helps students develop lifelong habits of critical thinking.

Guiding Principle 9

An effective English language arts curriculum emphasizes informational text that is relevant to our increasingly complex and technological world.

Today's students are confronted with unprecedented amounts of information in a wide variety of print and nonprint forms. The ability to locate and use information effectively is an essential skill in the modern world. In many instances, information comes in unfiltered formats. Consumers of information must raise questions about the authenticity and reliability of sources. Now, more than ever, students need to be prepared to comprehend, analyze, and challenge what they read, hear, and see before making assumptions about its validity. Real-world texts are an integral and vital part of the ELA curriculum.

Guiding Principle 10

An effective English language arts curriculum teaches the strategies necessary for independent learning.

The purpose of education is to create individuals who are independent learners and thinkers. Students should be encouraged to equip themselves with learning strategies that they will practice intentionally and apply strategically. As contexts become more complex and challenging, students should be able to use such strategies with purpose and success. When they are able to determine their own learning strategies and to use those that work best for them, students become independent learners; as they become independent thinkers, they are free to pursue a lifetime of learning.

ELA Grade-Level Standards

KINDERGARTEN

READING

Understanding and Using Literary Texts

Standard K-1 The student will begin to read and comprehend a variety of literary texts in print and nonprint formats.

Students in kindergarten will begin to read four major types of literary texts: **fiction, literary nonfiction, poetry,** and **drama**. In the category of **fiction**, they read the following specific types of texts: picture books and fantasy. In the category of **literary nonfiction**, autobiographical and biographical sketches are read aloud to students. In the category of **poetry**, they read nursery and counting rhymes, songs, narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

K-1.1 Summarize the main idea and details from literary texts read aloud.
K-1.2 Use pictures and words to make predictions regarding a story read aloud.
K-1.3 Understand that a narrator tells the story.
K-1.4 Exemplify sound devices (including onomatopoeia and alliteration) in texts read aloud.
K-1.4 Find examples of sound devices (including onomatopoeia and alliteration) in texts read aloud.
K-1.5 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.
K-1.6 Understand how the author's choice of words affects the meaning of the text.
K-1.6 Discuss how the author's choice of words affects the meaning of the text (for example, *yell* rather than *said*).
K-1.7 Use relevant details in summarizing stories read aloud.
K-1.8 Create responses to literary texts through a variety of methods, for example, writing, creative dramatics, and the visual and performing arts.
K-1.9 Recall the characteristics of fantasy.
K-1.10 Explain the cause of an event described in stories read aloud.
K-1.11 Carry out independent reading for pleasure.
K-1.11 Read independently for pleasure.

KINDERGARTEN

READING

Understanding and Using Informational Texts

Standard K-2 The student will begin to read and comprehend a variety of informational texts in print and nonprint formats.

Kindergarten students read **informational (expository/persuasive/argumentative) texts** of the following types: informational trade books and magazine articles. They also read directions, graphs, and recipes embedded in informational texts.

Indicators

K-2.1	Summarize the central idea and details from informational texts read aloud.
K-2.2	Analyze texts during classroom discussions to make inferences.
K-2.3	Exemplify facts in texts read aloud.
K-2.3	Find facts in texts read aloud.
K-2.4	Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
K-2.5	Understand that headings and print styles (for example, italics, bold, larger type) provide information to the reader.
K-2.6	Understand graphic features (for example, illustrations and graphs).
K-2.7	Recognize tables of contents.
K-2.8	Explain the cause of an event described in a text read aloud.
K-2.9	Carry out independent reading to gain information.
K-2.9	Read independently to gain information.

KINDERGARTEN

READING

Learning to Read

Standard K-3 The student will learn to read by applying appropriate skills and strategies.

Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components—comprehension, fluency, phonemic awareness, phonics, and vocabulary—delineated by the National Reading Panel as central to a child's learning to read. Although the phonics and phonemic awareness indicators are separated, the National Reading Panel found that the most effective way of teaching phonemic awareness is in conjunction with phonics.

These indicators will be assessed by the classroom teacher.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

ORAL LANGUAGE ACQUISITION AND VOCABULARY DEVELOPMENT

K-3.1 Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.

K-3.2 Create a different form of a familiar word by adding an *–s* or *–ing* ending.

K-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read-aloud, and the media).

K-3.4 Recognize high-frequency words.

K-3.5 Understand that multiple small words can make compound words.

FLUENCY

K-3.6 Use oral rhymes, poems, and songs to build fluency.

K-3.7 Use appropriate voice level when speaking.

PHONEMIC AWARENESS AND PHONICS

K-3.8 Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.

K-3.9 Match consonant and short-vowel sounds to the appropriate letters.

K-3.10 Understand that multiple small words can make compound words.

K-3.11 Recognize uppercase and lowercase letters and their order in the alphabet.

K-3.12 Create rhyming words in response to an oral prompt.

K-3.13 Classify words by categories, for example, beginning and ending sounds.

K-3.13 Identify beginning and ending sounds in words.

K-3.14 Create words by orally adding, deleting, or changing sounds.

PHONEMIC AWARENESS

K-3.8 Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.
K-3.9 Create rhyming words in response to an oral prompt.
K-3.10 Create words by orally adding, deleting, or changing sounds.
K-3.11 Use blending to generate words orally.

PHONICS

K-3.12 Match consonant and short-vowel sounds to the appropriate letters.
K-3.13 Recognize uppercase and lowercase letters and their order in the alphabet.
K-3.14 Classify words by categories (for example, beginning and ending sounds).
K-3.15 Identify beginning and ending sounds in words.
K-3.16 Use blending to begin reading words.
K-3.17 Begin to spell high frequency words. (See Instructional Appendix: High Frequency Words.)
K-3.18 Use letters and relationships to sounds to write words. *(see Instructional Appendix: Spelling.)*

ORAL LANGUAGE ACQUISITION AND COMPREHENSION DEVELOPMENT

K-3.19 Use prior knowledge and life experiences to construct meaning from texts.

K-3.20 Understand environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.
K-3.20 Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.

CONCEPTS ABOUT PRINT

K-3.21 Exemplify the parts of a book (including the front and back covers, the title, and the author's name).
K-3.21 Know the parts of a book (including the front and back covers, the title, and the author's name).

K-3.22 Carry out left-to-right and top-to-bottom directionality on the printed page.
K-3.23 Distinguish between letters and words.

KINDERGARTEN

WRITING

Developing Written Communications

Standard K-4 The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

ORAL LANGUAGE EXPRESSION

K-4.1 Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).

K-4.2 Generate complete sentences orally.

EARLY WRITING DEVELOPMENT

K-4.3 Use pictures, letters, or words to tell a story from beginning to end.

K-4.4 Use letters and relationships to sounds to write words. *(see Instructional Appendix: Spelling)*

K-4.5 Begin to spell high frequency words. *(see Instructional Appendix: High Frequency Words)*

K-4.6 Understand that a person's name is a proper noun.

K-4.7 Use proofreading skills to edit small-group or whole-class writing with teacher support.

K-4.7 Edit writing with teacher support.

K-4.8 Use strategies to revise small group or whole class writing with teacher support.

K-4.8 Revise writing with teacher support.

K-4.9 Use uppercase and lowercase letters.

K-4.10 Use appropriate letter formation when printing.

K-4.11 Identify sounds orally by segmenting words.

KINDERGARTEN

WRITING

Producing Written Communications in a Variety of Forms

Standard K-5 The student will begin to write for a variety of purposes and audiences.

Indicators

K-5.1 Use symbols (drawings, letters, and words) to create written communications (for example, notes, messages, and lists) to inform a specific audience).

K-5.2 Use symbols (drawings, letters, and words) to create narratives (for example, stories and journal entries about people, places, or things).

K-5.3 Use symbols (drawings, letters, and words) to create descriptions of personal experiences, people, places, or things.

K-5.4 Use symbols (drawings, letters, and words) to create written pieces to entertain others (for example, simple rhymes).

KINDERGARTEN

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard K-6 The student will begin to access and use information from a variety of sources.

Indicators

K-6.1	Generate *how* and *why* questions about a topic of interest.
K-6.2	Understand that information can be found in print sources (for example, books, pictures, simple graphs, and charts) and nonprint media (for example, videos, television, films, radio, and the Internet).
K-6.2	Recognize that information can be found in print sources (for example, books, pictures, simple graphs, and charts) and nonprint media (for example, videos, television, films, radio, and the Internet).
K-6.3	Classify information by constructing categories (for example, living and nonliving things).
K-6.4	Use complete sentences when orally communicating with others.
K-6.5	Understand and follow one- and two-step oral directions.
K-6.5	Follow one- and two-step oral directions.

Grade 1

READING

Understanding and Using Literary Texts

Standard 1-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade one read four major types of literary texts: **fiction, literary nonfiction, poetry,** and **drama**. In the category of **fiction**, they read the following specific types of texts: picture books, fables, and fantasy. In the category of **literary nonfiction**, they read autobiographical and biographical sketches. In the category of **poetry**, they read nursery and counting rhymes, songs, narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

1-1.1	Summarize the main idea and supporting evidence during classroom discussion of literary text.
1-1.2	Use pictures and words to make and revise predictions about a given literary text.
1-1.3	Analyze a narrative text to determine who the narrator is.
1-1.4	Exemplify sound devices (including onomatopoeia and alliteration) in texts read aloud.
1-1.4	Find an example of sound devices (including onomatopoeia and alliteration) in texts read aloud.
1-1.5	Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.
1-1.6	Understand how elements of the author's craft (for example, word choice) affect the meaning of a given literary text.
1-1.6	Explain how elements of author's craft (for example, word choice) affect the meaning of a given literary text.
1-1.7	Use relevant details in summarizing stories read aloud.
1-1.8	Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
1-1.9	Classify a text as either fiction or nonfiction.
1-1.10	Explain cause-and-effect relationships presented in literary text.
1-1.11	Carry out independent reading for extended periods of time for pleasure.
1-1.11	Read independently for extended periods of time for pleasure.

Grade 1

READING

Understanding and Using Informational Texts

Standard 1-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade one read **informational (expository/persuasive/argumentative) texts** of the following types: informational trade books, textbooks, and magazine articles. They also read directions, graphs, and recipes embedded in informational texts.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

1-2.1 Summarize the central idea and supporting evidence during classroom discussion of an informational text.

1-2.2 Analyze informational texts to draw conclusions and make inferences during classroom discussions.

1-2.3 Understand the difference between facts and opinions.
1-2.3 Distinguish between facts and opinions.

1-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

1-2.5 Understand that headings, subheadings, and print styles (for example, italics, bold, larger type) provide information to the reader.

1-2.6 Understand graphic features (for example, illustrations, graphs, charts, and maps as sources of information.
1-2.6 Use graphic features (for example, illustrations, graphs, charts, and maps) as sources of information.

1-2.7 Understand functional text features (including tables of contents).
1-2.7 Use functional text features (including tables of contents).

1-2.8 Understand cause-and-effect relationships presented in informational texts.
1-2.8 Explain cause-and-effect relationships presented in informational texts.

1-2.9 Carry out independent reading for extended periods of time to gain information.
1-2.9 Read independently for extended periods of time to gain information.

Grade 1

READING

Learning to Read

Standard 1-3 The student will learn to read by applying appropriate skills and strategies.

Indicators

Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components—comprehension, fluency, phonemic awareness, phonics, and vocabulary—delineated by the National Reading Panel as central to a child's learning to read. These indicators will be assessed by the classroom teacher. Although the phonics and phonemic awareness indicators are separated, the National Reading Panel found that the most effective way of teaching phonemic awareness is in conjunction with phonics.

Instructional Appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

ORAL LANGUAGE ACQUISITION AND VOCABULARY DEVELOPMENT

1-3.1 Use pictures, context, and letter-sound relationships to read unfamiliar words.

1-3.2 Identify base words and their inflectional endings (including *-s, -es, -ing, -ed, -er,* and *-est*).

1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read-aloud, and the media).

1-3.4 Recognize high-frequency words encountered in texts (see Instructional Appendix: High Frequency Words).

1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).

1-3.6 Use structural analysis to determine the meaning of compound words and contractions.

CONCEPTS ABOUT PRINT

1-3.7	Understand the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator).
1-3.7	Know the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator).
1-3.8	Carry out left-to-right, top-to-bottom, and return-sweep directionality on the printed page.
1-3.9	Distinguish among letters, words, and sentences.

FLUENCY

1-3.10	Use appropriate phrasing and intonation when reading familiar texts aloud.
1-3.10	Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently (see Support Documents for Fluency).
1-3.11	Use appropriate voice level and intonation when speaking and reading aloud.

PHONEMIC AWARENESS AND PHONICS

1-3.12	Use onsets and rimes to decode and generate words.
1-3.13	Use knowledge of letter names and their corresponding sounds to spell words independently.
1-3.14	Use structural analysis to determine the meaning of compound words and contractions.
1-3.15	Organize a series of words by alphabetizing to the first letter.
1-3.16	Create rhyming words in response to an oral prompt.
1-3.17	Classify words by categories, for example, beginning and ending sounds.
1-3.18	Identify beginning, middle, and ending sounds in single-syllable words.
1-3.19	Create words by orally adding, deleting, or changing sounds.
1-3.20	Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).

PHONEMIC AWARENESS

1-3.12	Create rhyming words in response to an oral prompt.
1-3.13	Create words by orally adding, deleting, or changing sounds.
1-3.14	Use blending to generate words orally.

PHONICS

1-3.15	Use onsets and rimes to decode and generate words.
1-3.16	Use knowledge of letter names and their corresponding sounds to spell words independently.
1-3.17	Organize a series of words by alphabetizing to the first letter.
1-3.18	Classify words by categories (for example, beginning and ending sounds).
1-3.19	Identify beginning, middle, and ending sounds in single-syllable words.
1-3.20	Use blending to read.

1-3.21	Spell three-and four-letter short-vowel words and high frequency words correctly. *(See Instructional Appendices: High Frequency Words and Spelling.)*
1-3.22	Use known words to spell new words

ORAL LANGUAGE ACQUISITION AND COMPREHENSION DEVELOPMENT

1-3.23	Use pictures and words to construct meaning.
1-3.24	Understand environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.
1-3.24	Recognize environmental print (for example, signs in the school, road signs, restaurant and store signs, and logos).

Grade 1

WRITING

Developing Written Communications

Standard 1-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

1-4.1 Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).
1-4.2 Use simple sentences in writing.
1-4.3 Use pictures, letters, or words to tell a story from beginning to end.

1-4.4 Use the conventions of written Standard American English (including those regarding personal pronouns and the distinction between common and proper nouns and singular and plural noun forms).
1-4.4 Use grammatical conventions of written Standard American English, including
- personal pronouns,
- common and proper nouns,
- singular and plural nouns, and
- conjunctions *and, but*, *or*.

(see Instructional Appendix: Writing Composite Matrix)

1-4.5 Use revision strategies to improve word choice in written work.
1-4.5 Revise for word choice and simple sentence structure in written works. *(see Instructional Appendix: Writing Composite Matrix)*

1-4.6 Use proofreading skills to edit for the correct use of written Standard American English:
- capitalization (including the first word of a sentence, the names of people, and the pronoun “I”);

- the use of periods, exclamation points, and question marks at the end of sentences; and
- the correct spelling of high-frequency words.

1-4.6 Edit for the correct use of written Standard American English including

- capitalization
  - first word of a sentence
  - names of people
  - pronoun “I”
- punctuation
  - periods
  - exclamation points
  - question marks at the end of sentences
- spelling
  - high-frequency words
  - three-and four-letter short-vowel words

(see Instructional Appendices: Composite Matrix and Spelling)

1-4.7 Use appropriate spacing between words.

1-4.8 Use appropriate word formation by writing from left to right the letters that spell a word.

1-4.9 Identify sounds orally and in writing by segmenting words.

Grade 1

WRITING

Producing Written Communications in a Variety of Forms

Standard 1-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

1-5.1 Create written communications (for example, thank you notes) for a specific audience.

1-5.2 Create narratives (for example, stories and journal entries about people, places, actions, or things).

1-5.3 Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.

1-5.4 Create written pieces (for example, simple rhymes and poems) to entertain others.

Grade 1

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 1-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

1-6.1 Generate *how* and *why* questions about a topic of interest.
1-6.2 Use print sources of information (for example, books, newspapers, pictures, charts, and graphs) and nonprint media to access information.
1-6.3 Create categories (for example**,** plants and animals) to classify information.
1-6.4 Use the Internet with the aid of a teacher.
1-6.5 Use complete sentences when orally presenting information.
1-6.6 Follow one- and two-step oral directions.

Grade 2

READING

Understanding and Using Literary Texts

Standard 2-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade two read four major types of literary texts: **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 poems, lyrical poems, humorous poems, and free verse.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

2-1.1 Analyze the details that support the expression of the main idea in a given literary text.

2-1.2 Analyze a given literary text to make, revise, and confirm predictions.

2-1.3 Understand the relationship between narration and point of view.

2-1.3 Analyze the text to determine the narrator.

2-1.4 Exemplify devices of figurative language (including simile) and sound devices (including onomatopoeia and alliteration).

2-1.4 Find examples of devices of figurative language (including simile) and sound devices (including onomatopoeia and alliteration).

2-1.5 Analyze a narrative text to identify characters, setting, and plot.

2-1.6 Understand the effect of the author's craft (for example, word choice and the use of repetition, on the meaning of a given literary text.

2-1.6 Explain the effect of the author's craft (for example, word choice and the use of repetition) on the meaning of a given literary text.

2-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).

2-1.8 Explain the characteristics of works of fiction (including fables, folk tales and tall tales) and works of nonfiction (including biographies).

2-1.8 Classify works of fiction (including fables, tall tales, and folktales) by characteristics

2.1.9	Classify works of nonfiction (including biographies) by characteristics.
2-1.10	Explain cause-and-effect relationships in literary texts.
2-1.11	Carry out independent reading for extended periods of time for pleasure.
2-1.11	Read independently for extended periods of time for pleasure.

Grade 2

READING

Understanding and Using Informational Texts

Standard 2-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade two read **informational (expository/persuasive/argumentative) texts** of the following types: informational trade books, textbooks, magazine articles. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

2-2.1	Analyze the central idea and supporting evidence during classroom discussion of an informational text.
2-2.2	Analyze informational texts to draw conclusions and make inferences during classroom discussions.
2-2.3	Distinguish between facts and opinions in informational texts.
2-2.4	Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
2-2.5	Understand that headings, subheadings, and print styles (e.g., italics, bold, larger type) provide information to the reader.
2-2.5	Use headings, subheadings, and print styles (for example, italics, bold, larger type) to gain information.
2-2.6	Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information.
2-2.7	Use functional text features (including tables of contents and glossaries).
2-2.7	Use functional text features (including tables of contents and glossaries) as sources of information.
2-2.8	Understand cause-and-effect relationships presented in informational texts.
2-2.8	Explain cause-and-effect relationships in informational texts.
2-2.9	Carry out independent reading for extended periods of time to gain information.
2-2.9	Read independently for extended periods of time to gain information.

Grade 2

READING

Building Vocabulary

Standard 2-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components—comprehension, fluency, phonemic awareness, phonics, and vocabulary—delineated by the National Reading Panel as central to a child's learning to read. These indicators will be assessed by the classroom teacher.

At second grade, the five components are supported. However, the comprehension component is specifically addressed under Standards 1 and 2. Phonemic Awareness is not eliminated, but should be addressed with individual students as needed.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

VOCABULARY DEVELOPMENT

2-3.1 Use context clues to determine the meaning of unfamiliar words.

2-3.2 Construct meaning through a knowledge of base words, prefixes (including *un-, re-, pre-, bi-, mis-, dis-*) and suffixes (including *-er, -est, -ful*) in context.

2-3.3 Recognize high-frequency words in context. *(see Instructional Appendix: High Frequency Words)*

2-3.4 Identify idioms in context.

2-3.5 Recognize synonyms, antonyms, and homonyms in context.

2-3.6 Use a knowledge of individual words to determine the meaning of compound words.

PHONICS

2-3.7 Use a knowledge of spelling patterns and high-frequency words to read fluently *(see Instructional Appendix: High Frequency Words*).

2-3.8 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).

2-3.9 Spell frequently used, irregular words correctly (for example, was, were, says, said, who, what, why). *(see Instructional Appendix: Spelling).*

2-3.10 Spell basic short-vowel, long-vowel, *r-* controlled, and consonant-blend patterns correctly. *(see Instructional Appendix: Spelling).*

2-3.11	Spell high frequency words. *(see Instructional Appendix: High Frequency Words.)*
2-3.12	Apply a knowledge of alphabetizing a series of words to the second and third letters.

FLUENCY

2-3.13	Use techniques, for example, phrasing and expression to read fluently.
2-3.13	Use appropriate rate, word automaticity, phrasing and expression to read fluently *(see Support Documents for Fluency).*

Grade 2

WRITING

Developing Written Communications

Standard 2-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

2-4.1 Generate ideas for writing using prewriting techniques (for example**,** creating lists, having discussions, and examining literary models).

2-4.2 Use complete sentences (including simple sentences with compound subjects and predicates) in writing.

2-4.3 Create a paragraph that follows a logical sequence and uses transitional words.

2-4.3 Create a paragraph that follows a logical sequence (including a beginning, middle, and end) and uses transitional words.

2-4.4 Use the conventions of written Standard American English (including those regarding personal pronouns and the distinction between common and proper nouns and singular and plural noun forms).

2-4.4 Use grammatical conventions of Standard American English including

- personal pronouns,
- common and proper nouns, and
- singular and plural nouns.

(see Instructional Appendix: Writing Composite Matrix)

2-4.5 Use revision strategies to improve word choice and the logical progression of ideas in written work.

2-4.5 Revise the organization and development of content and the quality of voice in written works. *(see Instructional Appendix: Writing Composite Matrix)*

2-4.6 Use proofreading skills to edit for the correct use of written Standard American English:

- capitalization (including proper nouns, the initials of a person's name, courtesy titles , for example, Mr. and Ms., the days of the week and the months of the year, and the titles of books, poems, and songs);

- punctuation (including the use of apostrophes in contractions and commas in a series and in dates);
- quotation marks to show that someone is speaking; and
- the spelling of high-frequency words and words , for example, *was, were* and *says, said* that do not fit spelling patterns.

2-4.6 Edit for the correct use of written Standard American English including

- capitalization
  - proper nouns
  - initials of a person's name
  - courtesy titles (Mr., Ms.)
  - days of the week
  - months of the year
  - titles of books, poems, and songs
- punctuation
  - apostrophes in contractions
  - commas in a series
  - commas in dates
  - quotation marks to show someone is speaking
- spelling
  - words that do not fit regular spelling patterns (for example, was, were, says, said)
  - high frequency words
  - basic short-vowel, long-vowel, *r*- controlled, and consonant-blend patterns

(see Instructional Appendices: Spelling and High Frequency Words).

2-4.7 Use appropriate spacing between words when writing on a page.

2-4.8 Use correct letter formation when using manuscript or cursive writing.

Grade 2

WRITING

Producing Written Communications in a Variety of Forms

Standard 2-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

2-5.1 Create written communications (for example, directions and instructions) to inform a specific audience.

2-5.2 Create narratives (for example**,** stories and journal entries) that follow a logical sequence of events.

2-5.3 Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.

2-5.4 Create written pieces (for example, rhymes, poems, and songs) to entertain others.

Grade 2

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 2-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

2-6.1	Generate *how* and *why* questions about a topic of interest.
2-6.2	Use a variety of print sources (for example**,** books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint media to access information.
2-6.3	Create categories (for example, solids and liquids) to classify information.
2-6.4	Use the Internet with the aid of a teacher.
2-6.5	Use Standard American English when appropriate in conversations and discussions.
2-6.6	Understand and follow multistep directions.
2-6.6	Follow multistep directions.

Grade 3

READING

Understanding and Using Literary Texts

Standard 3-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade three read four major types of literary texts: **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, picture books, folktales, legends, fables, tall tales, myths, and fantasy. 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.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

3-1.1 Summarize evidence that supports the main ideas of a given literary text.

3-1.2 Analyze a given literary text to make, revise, and confirm predictions and draw conclusions.

3-1.3 Understand the relationship between narration and point of view.

3-1.3 Analyze the text to determine first person point of view.

3-1.4 Exemplify devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).

3-1.4 Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).

3-1.5 Understand the relationship among characters, setting, and plot in a given literary text.

3-1.5 Analyze the relationship among characters, setting, and plot in a given literary text.

3-1.6 Understand the effect of the author's craft, for example, word choice and sentence structure, on the meaning of a given literary text.

3-1.6 Analyze the effect of the author's craft (for example, word choice and sentence structure) on the meaning of a given literary text.

3-1.7	Analyze the details that support the expression of the main idea in a given literary text.
3-1.8	Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).

3-1.9	Exemplify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies).
3-1.9	Classify works of fiction (including fables, tall tales, and folktales) by characteristics.
3.1.10	Classify works of nonfiction (including biographies) by characteristics.

3-1.11	Understand the characteristics of poetry (including stanza, rhyme, and repetition).
3-1.11	Recognize the characteristics of poetry (including stanza, rhyme, and repetition).
3-1.12	Analyze cause-and-effect relationships in literary texts.
3-1.13	Carry out independent reading for extended periods of time for pleasure.
3-1.13	Read independently for extended periods of time for pleasure.

Grade 3

READING

Understanding and Using Informational Texts

Standard 3-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade three read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, book reviews, journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

3-2.1 Summarize evidence that supports the central idea of a given informational text.

3-2.2 Analyze informational texts to draw conclusions and make inferences.

3-2.3 Distinguish between facts and opinions in informational texts.

3-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

3-2.5 Understand that headings, subheadings, print styles, captions, and chapter headings provide information to the reader.

3-2.5 Use headings, subheadings, print styles, captions, and chapter headings to gain information.

3-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.

3-2.7 Use functional text features (including tables of contents, glossaries, and indexes).

3-2.7 Use functional text features (including tables of contents, glossaries, and indexes) as sources of information.

3-2.8 Analyze informational texts to identify cause-and-effect relationships.

3-2.9 Carry out independent reading for extended periods of time to gain information.

3-2.9 Read independently for extended periods of time to gain information.

Grade 3

READING

Building Vocabulary

Standard 3-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

3-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using **context clues**.

3-3.2 Analyze the meaning of words by using a knowledge of base words and affixes.

3-3.2 Use base words and affixes to determine the meanings of words.

3-3.3 Interpret the meaning of idioms encountered in texts.

3-3.4 Recognize high-frequency words in texts.

3-3.4 Read high-frequency words in texts. *(see Instructional Appendix: High Frequency Words)*

3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).

3-3.6 Spell high frequency words. *(see Instructional Appendix: High Frequency Words.)*

3-3.7 Spell correctly

- words that have blends,
- contractions,
- compound words,
- orthographic patterns (for example, *qu,* consonant doubling, changing the ending of a word from -y to -ies when forming the plural),
- common homophones (for example, hair-hare*).*

(see Instructional Appendix: Spelling).

Grade 3

WRITING

Developing Written Communications

Standard 3-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

3-4.1	Use prewriting techniques (for example, creating lists, having discussions, using graphic organizers, and using literary models) to organize written works.
3-4.1	Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).
3-4.2	Use complete sentences (including compound sentences) in writing.
3-4.3	Create paragraphs that include a topic sentence with supporting details and logical transitions.
3-4.4	Use the conventions of written Standard American English (including those regarding comparative and superlative adjectives; prepositional phrases; conjunctions, for example, *because, since, yet,* and *until*; and nominative- and objective-case pronouns).
3-4.4	Use grammatical conventions of written Standard American English including • comparative and superlative adjectives (good, better, best) • prepositional phrases • conjunctions, (*because, since, yet, until)* • nominative and objective case pronouns *(see Instructional Appendix: Writing Composite Matrix)*

3-4.5	Use revision strategies to improve word choice and the logical progression of ideas in written works.
3-4.5	Revise the organization and development of content and the quality of voice in written works. (*see Instructional Appendix: Writing Composite Matrix*)

3-4.6 Use proofreading skills to edit for the correct use of written Standard American English:

- capitalization (including geographic names, holidays, and historical and special events);
- punctuation (including commas in addresses and in the greeting and closing in letters, commas in compound sentences, apostrophes in contractions and possessive nouns, and periods in abbreviations);
- the spelling of commonly used homonyms; and
- the indention of paragraphs.

3-4.6 Edit for the correct use of written Standard American English including

- capitalization
  - geographic names
  - holidays
  - historical and special events
- punctuation
  - commas in addresses
  - commas in the greeting and closing of letters
  - commas in compound sentences
  - apostrophes in contractions and possessive pronouns
  - periods in abbreviations
  - indentation of paragraphs
- spelling
  - misused homonyms
  - high frequency multi-syllabic words
  - words that have blends,
  - contractions,
  - compound words,
  - orthographic patterns (for example, *qu,* consonant doubling, changing the ending of a word from -y to -ies when forming the plural),

(see Instructional Appendixes: Spelling and Writing Composite Matrix)

3-4.7	Use correct letter formation when using manuscript or cursive writing.
3-4.7	Use correct letter formation when using manuscript and cursive writing.

Grade 3

WRITING

Producing Written Communications in a Variety of Forms

Standard 3-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

3-5.1 Create written communications (for example, friendly letters that include a greeting, body, closing, and signature and invitations that include the time, date, and place of the event).

3-5.2 Create narratives that include characters and setting and follow a logical sequence.

3-5.3 Create written descriptions about people, places, or events (for example, those important to South Carolina history and current and personal events).

3-5.4 Create written pieces (for example, riddles or jokes) to entertain others.

Grade 3

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 3-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

3-6.1	Generate a topic for inquiry.
3-6.2	Use print sources, for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri and nonprint media to access information.
3-6.2	Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video and television) to access information.
3-6.3	Organize information by classifying or sequencing.
3-6.4	Paraphrase research information accurately and meaningfully.
3-6.5	Use the Internet as a source of information.
3-6.6	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
3-6.7	Use appropriate visual aids, for example, pictures, objects, and charts to support oral presentations.
3-6.7	Use appropriate visual aids (for example, pictures, objects, and charts) to support oral presentations.

Grade 4

READING

Understanding and Using Literary Texts

Standard 4-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade four read four major types of literary texts: **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, picture books, folktales, legends, fables, 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.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

4-1.1 Analyze the details that support the expression of the main idea in a given literary text.

4-1.2 Analyze literary texts to draw conclusions and make inferences.

4-1.3 Distinguish between first-person and third-person points of view.

4-1.4 Exemplify devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).

4-1.4 Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).

4-1.5 Understand characterization and its impact on conflict as the basis of plot.

4-1.5 Analyze the impact of characterization and conflict on plot.

4-1.6 Understand the effect of an author's craft, for example, word choice, sentence structure, the use of figurative language, and the use of dialogue on the meaning of literary texts.

4-1.6 Interpret the effect of an author's craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts.

4-1.7 Create responses to literary texts through a variety of methods (for example**,** writing, creative dramatics, and the visual and performing arts).

4-1.8	Exemplify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies and personal essays).
4-1.8	Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies and personal essays) by characteristics.

4-1.9	Understand the characteristics of poetry (including stanza, rhyme, and repetition).
4-1.9	Recognize the characteristics of poetry (including stanza, rhyme, and repetition).
4-1.10	Analyze cause-and-effect relationships in literary texts.
4-1.11	Carry out independent reading for extended periods of time for pleasure.
4-1.11	Read independently for extended periods of time for pleasure.

Grade 4

READING

Understanding and Using Informational Texts

Standard 4-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade four read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., 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 **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

4-2.1	Summarize evidence that supports the central idea of a given informational text.
4-2.2	Analyze informational texts to draw conclusions and make inferences.
4-2.3	Analyze informational texts to locate and identify facts and opinions.
4-2.4	Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
4-2.5	Understand that headings, subheadings, print styles, white space, captions, and chapter headings provide information to the reader.
4-2.5	Use headings, subheadings, print styles, white space, captions, and chapter headings to gain information.
4-2.6	Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.
4-2.7	Use functional text features (including tables of contents, glossaries, indexes, and appendixes) as sources of information.
4-2.8	Analyze informational texts to identify cause-and-effect relationships.
4-2.9	Carry out independent reading for extended periods of time to gain information.
4-2.9	Read independently for extended periods of time to gain information.

Grade 4

READING

Building Vocabulary

Standard 4-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

4-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues **(**for example, those that provide an example or a definition).

4-3.2 Analyze the meaning of words by using a knowledge of base words and affixes.

4-3.2 Use base words and affixes to determine the meanings of words.

4-3.3 Interpret the meaning of idioms encountered in texts.

4-3.4 Spell correctly

- base words with suffixes and prefixes,
- multisyllabic words (for example, convention)

(see Instructional Appendix: Spelling).

Grade 4

WRITING

Developing Written Communications

Standard 4-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

4-4.1 Use prewriting techniques to organize written works.

4-4.1 Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).

4-4.2 Use complete sentences in a variety of types (including simple and compound sentences) in writing.

4-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.

4-4.4 Use the conventions of written Standard American English (including those regarding subject-verb agreement; past, present, and future verb tenses; conjunctions, for example, *although, while, neither*, and *nor*; adverbs of time, place, manner, and degree; and pronoun-antecedent agreement).

4-4.4 Use grammatical conventions of written Standard American English including.

- subject-verb agreement
- past present and future verb tenses
- conjunctions (for example, *although, while, neither, nor)*
- adverbs of time, place, manner, and degree
- pronoun-antecedent agreement

(see Instructional Appendix: Writing Composite Matrix)

4-4.5 Use revision strategies to improve word choice and the organization and development of ideas in written works.

4-4.5 Use revision strategies to improve the organization and development of content and the quality of voice in written works. *(see Instructional Appendix: Writing Composite Matrix)*

4-4.6 Use proofreading skills to edit for the correct use of written Standard American English:

- capitalization (including the titles of works of art and publications, for example, magazines and newspapers, brand names, proper adjectives, and the names of organizations);
- quotation marks to indicate direct quotations or dialogue;
- underlining (or italics) to indicate the titles of separately published works , for example, books and magazines;
- quotation marks to indicate the titles of works (for example, articles, reports, chapters, and other short pieces published *within* separately published works); and
- punctuation between main clauses.

4-4.6 Edit for the correct use of written Standard American English including

- capitalization
  - titles of works of art
  - titles of magazines and newspapers
  - brand names
  - proper adjectives
  - names of organizations
- punctuation
  - quotations marks to indicate direct quotations or dialogue
  - quotations marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces published *within* separately published works)
  - between main clauses
  - underlining or italics to indicate titles of separately published works (for example, books and magazines)
- spelling
  - base words with suffixes and prefixes
  - multisyllabic words

(see Instructional Appendixes: Writing Composite Matrix and Spelling)

Grade 4

WRITING

Producing Written Communications in a Variety of Forms

Standard 4-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

4-5.1 Create informational pieces, for example, postcards, flyers, letters, and e-mails that use language appropriate for the specific audience.

4-5.2 Create narratives containing details and a sequence of events that develop a plot.

4-5.3 Create written descriptions using language that appeals to the readers' senses.

4-5.4 Create written pieces (for example, skits or plays) to entertain others.

Grade 4

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 4-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

4-6.1	Clarify and refine a research topic.
4-6.2	Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint media to access information.
4-6.3	Organize information by classifying or sequencing.
4-6.4	Paraphrase research information accurately and meaningfully.
4-6.5	Create a list of sources that contains information (including the author and title of a publication) necessary to properly credit and document the work of others.
4-6.6	Use the Internet with the aid of a teacher.
4-6.6	Use the Internet as a source of information.
4-6.7	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
4-6.8	Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

Grade 5

READING

Understanding and Using Literary Texts

Standard 5-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade five read four major types of literary texts: **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.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

5-1.1 Analyze literary texts to draw conclusions and make inferences.

5-1.2 Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.

5-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).

5-1.4 Analyze literary texts to distinguish between direct and indirect characterization.

5-1.5 Understand the effect of an author's craft (for example, tone and the use of figurative language, dialogue, and imagery) on the meaning of literary texts.

5-1.5 Interpret the effect of an author's craft (for example, tone and the use of figurative language, dialogue, and imagery) on the meaning of literary texts.

5-1.6 Analyze the details that support the expression of the main idea in a given literary text.

5-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).

5-1.8 Exemplify the characteristics of types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays).

5-1.8 Analyze types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays) by characteristics.

5-1.9 Understand the characteristics of poetry (including stanza, rhyme scheme, repetition and refrain).

5-1.10 Predict events in literary texts on the basis of cause-and-effect relationships.

5-1.11	Carry out independent reading for extended periods of time for pleasure.
5-1.11	Read independently for extended periods of time for pleasure.

Grade 5

READING

Understanding and Using Informational Texts

Standard 5-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade five read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., 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 **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

5-2.1 Summarize the central idea and supporting evidence of a given informational text.

5-2.2 Analyze informational texts to draw conclusions and make inferences.

5-2.3 Analyze a given text to detect author bias by locating indicators (for example, unsupported opinions).

5-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

5-2.5 Understand that titles, print styles, chapter headings, captions, subheadings, and white space provide information to the reader.

5-2.5 Use titles, print styles, chapter headings, captions, subheadings, and white space to gain information.

5-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.

5-2.7 Use functional text features (including tables of contents, glossaries, indexes, and appendixes).

5-2.8 Predict events in informational texts on the basis of cause-and-effect relationships.

5-2.9 Carry out independent reading for extended periods of time to gain information.

5-2.9 Read independently for extended periods of time to gain information.

Grade 5

READING

Building Vocabulary

Standard 5-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.

5-3.2 Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.

5-3.2 Use base words and affixes to determine the meanings of words within texts. *(see Instructional Appendix- Greek and Latin Roots and Affixes*)

5-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

5-3.4 Spell correctly:

- multi-syllabic constructions (for example, convention)
- double consonant patterns (for example, coffee, address, mattress, occasion)
- irregular vowel patterns in multisyllabic words (for example, always, awfully, noisy)

(see Instructional Appendix: Spelling).

Grade 5

WRITING

Developing Written Communications

Standard 5-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

5-4.1 Use prewriting techniques to organize written works.

5-4.1 Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).

5-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.

5-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.

5-4.4 Use the conventions of written Standard American English (including those regarding irregular comparative and superlative adjectives (for example, *good, better, best*) irregular adverbs; interjections; past participles of commonly misused verbs; and subject-verb and pronoun-antecedent agreement with collective nouns.

5-4.4 Use grammatical conventions of written Standard American English including

- irregular comparative and superlative adjectives
- irregular adverbs
- interjections
- past participles of commonly misused verbs
- subject-verb and pronoun-antecedent agreement with collective nouns

(see Instructional Appendix: Writing Composite Matrix)

5-4.6 Use revision strategies to improve word choice and the organization and development of ideas in written works.

5-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works. *(see Instructional Appendix: Writing Composite Matrix)*

5-4.5 Use proofreading skills to edit for the correct use of written Standard American English:

- capitalization (including the names of ethnic and national groups and the names of established religions and languages);

- punctuation (including colons and hyphens); and
- use of commonly confused words , for example, *affect* and *effect*.

5-4.5 Edit for the correct use of written Standard American English including

- capitalization
  - ethnic groups
  - national groups
  - established religions and languages
- punctuation
  - colon
  - hyphen
- spelling
  - commonly confused words
  - multi-syllabic constructions
  - double consonant patterns
  - irregular vowel patterns in multisyllabic words

(see Instructional Appendices: Spelling and Writing Composite Matrix).

Grade 5

WRITING

Producing Written Communications in a Variety of Forms

Standard 5-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

5-5.1 Create informational pieces (for example, book reviews and newsletter articles) that use language appropriate for the specific audience.

5-5.2 Create narratives that have a fully developed plot and a consistent point of view.

5-5.3 Create written descriptions using precise language and vivid details.

5-5.4 Create written pieces (for example, picture books, comic books, and graphic novels) to entertain a specific audience.

Grade 5

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 5-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

5-6.1	Clarify and refine a research topic.
5-6.2	Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint media to access information.
5-6.3	Select information appropriate for the research topic.
5-6.4	Paraphrase research information accurately and meaningfully.
5-6.5	Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.
5-6.6	Use the Internet as a source of information.
5-6.7	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
5-6.8	Use appropriate organizational strategies to prepare written works and oral and visual presentations.
5-6.9	Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

Grade 6

READING

Understanding and Using Literary Texts

Standard 6-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade six read four major types of literary texts: **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, and free verse.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

6-1.1 Analyze literary texts to draw conclusions and make inferences.

6-1.2 Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.

6-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).

6-1.4 Analyze the process of cause and effect and its impact on characters, setting, and conflict in a given literary text.

6-1.4 Analyze an author's development of characters, setting, and conflict in a given literary text.

6-1.5 Understand the effect of an author's craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts.

6-1.5 Interpret the effect of an author's craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts.

6-1.6 Compare/contrast main ideas within and across literary texts.

6-1.7 Create responses to literary texts through a variety of methods (for example, written works, auditory presentations, discussions, media productions, and the visual and performing arts).

6-1.8 Understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain) and drama (including stage directions and the use of monologues).

6-1.9	Exemplify the characteristics of types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays).
6-1.9	Analyze types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays) by characteristics.

6-1.10	Predict events in literary texts on the basis of cause-and-effect relationships.

6-1.11	Carry out independent reading for extended periods of time for pleasure.
6-1.11	Read independently for extended periods of time for pleasure.

Grade 6

READING

Understanding and Using Informational Texts

Standard 6-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade six read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., 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 **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

6-2.1	Analyze central ideas within and across informational texts.
6-2.2	Analyze informational texts to draw conclusions and make inferences.
6-2.3	Understand indicators of an author's bias (for example, the omission of relevant facts and statements of unsupported opinions).
6-2.3	Summarize an author's bias based on elements (for example, the omission of relevant facts and statements of unsupported opinions).
6-2.3	Summarize an author's bias based on indicators (for example, the omission of relevant facts and statements of unsupported opinions).
6-2.4	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral presentations, and media productions).
6-2.5	Interpret information that text elements (for example, print styles and chapter headings) provide to the reader.
6-2.6	Interpret information from graphic features (for example, illustrations, graphs, charts, maps, diagrams, and graphic organizers.
6-2.7	Interpret information from functional text features (for example tables of contents and glossaries).
6-2.8	Predict events in informational texts on the basis of cause-and-effect relationships.
6-2.9	Exemplify the use of propaganda techniques (including testimonials and bandwagon) in informational texts.
6.2.9	Identify propaganda techniques (including testimonials and bandwagon) in informational texts.

6-2.10	Carry out independent reading for extended periods of time to gain information.
6-2.10	Read independently for extended periods of time to gain information.

Grade 6

READING

Building Vocabulary

Standard 6-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple-meaning words.

6-3.2 Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.

6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (*see Instruction Appendix: Greek and Latin Roots and Affixes*)

6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

6-3.4 Distinguish between the denotation and the connotation of a given word.

6-3.5 Spell new words using Greek and Latin roots and affixes. *(see Instructional Appendix: Greek and Latin Roots and Affixes)*

WRITING

Developing Written Communications

Standard 6-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

6-4.1 Use prewriting techniques to organize written works.

6-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

6-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.

6-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.

6-4.4 Use the conventions of written Standard American English (including those regarding main and subordinate clauses, indefinite pronouns, pronoun-antecedent agreement, and consistent verb tenses).

6-4.4 Use grammatical conventions of written Standard American English including

- main and subordinate clauses
- indefinite pronouns
- pronoun-antecedent agreement
- consistent verb tenses

(see Instructional Appendix: Writing Composite Matrix)

6-4.5 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.

6-4.5 Revise to improve clarity, tone, voice, content, and the development of ideas in written works. (*see Instructional Appendix: Writing Composite Matrix*)

6-4.6 Use proofreading skills to edit for the correct use of written Standard American English:

- the uses of the semicolon and
- the use of the comma to enclose appositives and to separate introductory clauses and long introductory phrases from the main body of sentences.

6-4.6 Edit for the correct use of written Standard American English including. (*see Instructional Appendix: Writing Composite Matrix*)

- punctuation
  - semicolon
  - commas to enclose appositives
  - commas to separate introductory clauses and phrases

6-4.7 Spell correctly using Standard American English.

Grade 6

WRITING

Producing Written Communications in a Variety of Forms

Standard 6-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

6-5.1 Create informational pieces (for example, brochures, pamphlets, and reports) that use language appropriate for the specific audience.

6-5.2 Create narratives that have a fully developed plot and a consistent point of view.

6-5.3 Create written descriptions using precise language and vivid details.

6-5.4 Create persuasive writings (for example, print advertisements and commercial scripts) that develop a central idea with supporting evidence and use language appropriate for the specific audience.

Grade 6

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 6-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

6-6.1 Clarify and refine a research topic.

6-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.

6-6.3 Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.

6-6.3 Use a standardized system of documentation (for example, a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

6-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

6-6.5 Use appropriate organizational strategies to prepare written works and oral and visual presentations.

6-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

6-6.7 Use a variety of print and electronic reference materials.

6-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.

Grade 7

READING

Understanding and Using Literary Texts

Standard 7-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade seven read four major types of literary texts: **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.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

7-1.1 Analyze literary texts to draw conclusions and make inferences.

7-1.2 Explain the effect of point of view on a given narrative text.

7-1.3 Interpret devices of figurative language (including extended metaphor and oxymoron).

7-1.4 Analyze an author's development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text.

7-1.5 Interpret the effect of an author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, and irony) on the meaning of literary texts.

7-1.6 Analyze a given literary text to determine its theme.

7-1.7 Create responses to literary texts through a variety of methods (for example, written works, oral presentations, media productions, and the visual and performing arts).

7-1.7 Create responses to literary texts through a variety of methods (for example, written works, auditory presentations, discussions, media productions, and the visual and performing arts).

7-1.8 Compare/contrast literary texts from various genre (for example, poetry, drama, novels, and short stories).

7-1.9 Carry out independent reading for extended periods of time for pleasure.

7-1.9	Read independently for extended periods of time for pleasure.

Grade 7

READING

Understanding and Using Informational Texts

Standard 7-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade seven read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., 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 **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

7-2.1 Analyze central ideas within and across informational texts.

7-2.2 Analyze information within and across texts to draw conclusions and make inferences.

7-2.3 Identify indicators of author bias (for example, word choice and the exclusion and inclusion of particular information).

7-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral presentations, and media productions).

7-2.5 Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.

7-2.6 Analyze information from graphic features (for example, charts and graphs) in informational texts.

7-2.7 Exemplify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.

7.-2.7 Identify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.

7-2.8 Carry out independent reading for extended periods of time to gain information.

7-2.8 Read independently for extended periods of time to gain information.

Grade 7

READING

Building Vocabulary

Standard 7-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

7-3.1 Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.

7-3.2 Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.

7-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (*see Instruction Appendix: Greek and Latin Roots and Affixes*)

7-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

7-3.4 Interpret the connotations of words to understand the meaning of a given text.

7-3.5 Spell new words using Greek and Latin roots and affixes. (*see Instruction Appendix: Greek and Latin Roots and Affixes*)

Grade 7

WRITING

Developing Written Communications

Standard 7-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

7-4.1 Use prewriting techniques to organize written works.
7-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

7-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.
7-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.

7-4.4 Use grammatical conventions. (See Composite Matrix)
- reinforcement of conventions previously taught

7-4.4 Use grammatical conventions of written Standard American English including the reinforcement of conventions previously taught.
(see Instructional Appendix: Writing Composite Matrix)

7-4.5 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.
7-4.5 Revise to improve clarity, tone, voice, content, and the development of ideas in written works. (*See Instructional Appendix- Writing Composite Matrix*)

7-4.6 Use proofreading skills to edit for the correct use of written Standard American English: the use of ellipses and parentheses.
7-4.6 Edit for the correct use of written Standard American English including
- ellipses
- parentheses

(see Instructional Appendix: Writing Composite Matrix)
7-4.7 Spell correctly using Standard American English.

Grade 7

WRITING

Producing Written Communications in a Variety of Forms

Standard 7-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

7-5.1 Create informational pieces (for example, books, movies, product reviews, and news reports) that use language appropriate for a specific audience.

7-5.2 Create narratives (for example, personal essays or narrative poems) that communicate the significance of an issue of personal importance and use language appropriate for the purpose and the audience.

7-5.3 Create descriptions for use in other modes of written works (for example, narrative, expository, or persuasive essays).

7-5.4 Create persuasive pieces (for example, letters to the editor or essays) that include a stated position with supporting evidence and are aimed at a specific audience.

Grade 7

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 7-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

7-6.1 Clarify and refine a research topic.

7-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.

7-6.3 Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.

7-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

7-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

7-6.5 Use appropriate organizational strategies to prepare written works and oral and visual presentations.

7-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

7-6.7 Use a variety of print and electronic reference materials.

7-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and selecting and organizing information.

Grade 8

READING

Understanding and Using Literary Texts

Standard 8-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade eight read four major types of literary texts: **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.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

8-1.1 Compare/contrast ideas within and across literary texts to make inferences.
8-1.2 Explain the effect of point of view on a given literary text.
8-1.3 Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).
8-1.4 Analyze a given literary text to determine its theme.
8-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
8-1.6 Create responses to literary texts through a variety of methods (for example, written works, auditory presentations, discussions, media productions, and the visual and performing arts).

8-1.7 Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).
8-1.8 Carry out independent reading for extended periods of time for pleasure.
8-1.8 Read independently for extended periods of time for pleasure.

Grade 8

READING

Understanding and Using Informational Texts

Standard 8-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade eight read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, research reports, contracts, position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., book, movie, product), journals, and speeches. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

8-2.1 Compare/contrast central ideas within and across informational texts.

8-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.

8-2.3 Analyze informational texts for indicators of author bias (for example, word choice and the exclusion and inclusion of particular information).

8-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral presentations, and media productions).

8-2.5 Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.

8-2.6 Analyze information from graphic features (for example, charts and graphs) in informational texts.

8-2.7 Exemplify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.

8-2.8 Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.

8-2.9 Carry out independent reading for extended periods of time to gain information.

8-2.9 Read independently for extended periods of time to gain information.

Grade 8

READING

Building Vocabulary

Standard 8-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

8-3.1 Use context clues, for example, those that provide an example, a definition, a restatement, or a comparison/contrast to generate the meanings of unfamiliar and multiple-meaning words.

8-3.2 Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.

8-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (*see Instructional Appendix: Greek and Latin Roots and Affixes)*

8-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

8-3.4 Interpret the connotations of words to understand the meaning of a given text.

8-3.5 Spell new words using Greek and Latin roots and affixes. *(See Instructional Appendix: Greek and Latin Roots and Affixes)*

Grade 8

WRITING

Developing Written Communications

Standard 8-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

By the end of eighth grade, students should have mastered the concepts listed below. Review and/or reteaching may be necessary.

- Capitalization (first word of a sentence; the names of people; the pronoun "I"; proper nouns; the initials of a person's name; courtesy titles such as Mr. and Ms.; days of the week; months of the year; titles of books, poems, and songs; geographic names; holidays; historical and special events; titles of works of art; publications such as magazines and newspapers; brand names; proper adjectives; names of organizations; names of ethnic and national groups; names of established religions and languages)
- End punctuation (periods, exclamation points, and question marks)
- Periods in abbreviations
- Correct spelling (homonyms, commonly confused words)
- Apostrophes in contractions and possessive nouns
- Quotation marks to show dialogue, direct quotations, indicate titles (articles, reports, chapters, other short pieces)
- Indent paragraphs
- Underlining (or italics) to indicate the titles of separately published works such as books and magazines;
- Punctuation between main clauses
- Colons
- Hyphens
- Semicolons
- Commas (enclose appositives; items in a series; dates; addresses; greeting and closing in letters; compound sentences; separate introductory clauses and long introductory phrases from the main body of sentences)
- Ellipses
- Parentheses

8-4.1	Generate and organize ideas for writing using prewriting techniques.
8-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

8-4.2	Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.
8-4.3	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
8-4.4	Use the conventions of written Standard American English.
8-4.4	Use grammatical conventions of written Standard American English including the reinforcement of conventions previously taught. *(see Instructional Appendix: Writing Composite Matrix*)

8-4.5	Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.
8-4.5	Revise to improve clarity, tone, voice, content, and the development of ideas in written works. (*see Instructional Appendix: Writing Composite Matrix)*
8-4.6	Use proofreading skills to edit for the correct use of written Standard American English (including the use of ellipses and parentheses).
8-4.6	Edit for the correct use of written Standard American English (including the use of ellipses and parentheses).
8-4.7	Spell correctly using Standard American English.

Grade 8

WRITING

Producing Written Communications in a Variety of Forms

Standard 8-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

8-5.1 Create informational pieces (for example, reports and letters of request, inquiry, or complaint) that use language appropriate for the specific audience.

8-5.2 Create narratives (for example, memoirs that communicate the significance of particular personal relationships).

8-5.3 Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive essays).

8-5.4 Create persuasive pieces (for example, editorials, essays, or speeches) that support a clearly stated position with concrete evidence.

Grade 8

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 8-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

8-6.1	Clarify and refine a research topic.
8-6.2	Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.
8-6.3	Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.
8-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
8-6.4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
8-6.5	Use appropriate organizational strategies to prepare written works and oral and visual presentations.
8-6.6	Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
8-6.7	Use a variety of print and electronic reference materials.
8-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.
8-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility and selecting and organizing information.

English 1

READING

Understanding and Using Literary Texts

Standard E1-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in English 1 read four major types of literary texts: **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, young adult novels, science fiction, folktales, 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.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E1-1.1 Compare/contrast ideas within and across literary texts to make inferences.

E1-1.2 Analyze the impact of point of view on literary texts.

E1-1.3 Interpret devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).

E1-1.4 Analyze the relationship among character, plot, conflict and theme in a given literary text.

E1-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.

E1-1.6 Create responses to literary texts through a variety of methods (for example, written works, oral presentations, media productions, and the visual and performing arts).

E1-1.6 Create responses to literary texts through a variety of methods , for example, written works, oral presentations, discussion, media productions, and the visual and performing arts.

E1-1.7 Compare/contrast literary texts from various genres (for example: poetry, drama, novels, and short stories).

E1-1.8 Carry out independent reading for extended periods of time for pleasure

E1-1.8 Read independently for extended periods of time for pleasure.

English 1

READING

Understanding and Using Informational Texts

Standard E1-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in English 1 read **informational (expository/persuasive/argumentative) texts** of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (e.g., 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 **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E1-2.1 Compare/contrast theses within and across informational texts.

E1-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.

E1-2.3 Analyze informational texts for indicators (for example, word choice, the exclusion and inclusion of particular information, and unsupported opinions) of author bias

E1-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral presentations, and media productions).

E1-2.5 Analyze the impact that text elements have on the meaning of a given informational text.

E1-2.6 Analyze information from graphic features (for example, charts and graphs) in informational texts.

E1-2.7 Analyze informational texts to identify propaganda techniques.

E1-2.7 Analyze propaganda techniques in informational texts.

E1-2.8 Carry out independent reading for extended periods of time to gain information.

E1-2.8 Read independently for extended periods of time to gain information.

English 1

READING

Building Vocabulary

Standard E1-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E1-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.

E1-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes.

E1-3.3 Interpret euphemisms and connotations of words to understand the meaning of a given text.

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English 1

WRITING

Developing Written Communications

Standard E1-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

By the beginning of high school, students should have mastered the concepts listed below. Review and/or reteaching may be necessary.

- Capitalization (first word of a sentence; the names of people; the pronoun "I"; proper nouns; the initials of a person's name; courtesy titles such as Mr. and Ms.; days of the week; months of the year; titles of books, poems, and songs; geographic names; holidays; historical and special events; titles of works of art; publications such as magazines and newspapers; brand names; proper adjectives; names of organizations; names of ethnic and national groups; names of established religions and languages)
- End punctuation (periods, exclamation points, and question marks)
- Periods in abbreviations
- Correct spelling (homonyms, commonly confused words)
- Apostrophes in contractions and possessive nouns
- Quotation marks to show dialogue, direct quotations, indicate titles (articles, reports, chapters, other short pieces)
- Indent paragraphs
- Underlining (or italics) to indicate the titles of separately published works such as books and magazines;
- Punctuation between main clauses
- Colons
- Hyphens
- Semicolons
- Commas (enclose appositives; items in a series; dates; addresses; greeting and closing in letters; compound sentences; separate introductory clauses and long introductory phrases from the main body of sentences)
- Ellipses
- Parentheses

E1-4.1	Use prewriting techniques, for example, creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.
E1-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E1-4.2	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E1-4.3	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E1-4.4	Use the conventions of written Standard American English.
E1-4.4	Use grammatical conventions of written Standard American English including the reinforcement of conventions previously taught.

E1-4.5	Use revision strategies to improve the organization and development of content and the quality of voice in written works.
E1-4.5	Revise to improve clarity, tone, voice, content, and the development of ideas in written works. (*see Instructional Appendix: Writing Composite Matrix)*
E1-4.6	Use proofreading skills to edit for the correct use of written Standard American English.
E1-4.6	Edit written pieces for correct use of Standard American English including • subject-verb agreement • pronoun-antecedent agreement • agreement of nouns and their modifiers • verb formation • pronoun case • formation of comparative and superlative adjectives and adverbs • idiomatic usage

(*see Instructional Appendix: Writing Composite Matrix*)

E1-4.7 Spell correctly using Standard American English.

English 1

WRITING

Producing Written Communications in a Variety of Forms

Standard E1-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E1-5.1 Create informational pieces (for example, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.

E1-5.2 Create narratives (for example, personal essays, memoirs, or narrative poems) that use descriptive language to create tone and mood.

E1-5.3 Create descriptions for use in other modes of written works (for example, narratives and expository or persuasive pieces).

E1-5.4 Create persuasive pieces (for example: editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).

E1-5.5 Produce technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language suitable for the purpose and audience.

English 1

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard E1-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E1-6.1 Clarify and refine a research topic.

E1-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.

E1-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

E1-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

E1-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.

E1-6.5 Create written works and auditory and visual presentations that are designed for a specific audience and purpose.

E1-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

E1-6.7 Use a variety of print and electronic reference materials.

E1-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.

E1-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility and organizing information.

English 2

READING

Understanding and Using Literary Texts

Standard E2-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in English 2 read four major types of literary texts: **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, young adult novels, science fiction, folktales, 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.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E2-1.1 Compare/contrast ideas within and across literary texts to make inferences.

E2-1.2 Analyze the impact of point of view on literary texts.

E2-1.3 Analyze devices of figurative language (including extended metaphor, oxymoron, and paradox).

E2-1.4 Analyze the relationship among character, plot, and theme in a given literary text.

E2-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.

E2-1.6 Create responses to literary texts through a variety of methods (for example, written works, oral presentations, media productions, and the visual and performing arts).

E2-1.6 Create responses to literary texts through a variety of methods (for example, written works, oral presentations, discussions, media productions, and the visual and performing arts).

E2-1.7 Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).

E2-1.8 Carry out independent reading for extended periods of time for pleasure.

E2-1.8 Read independently for extended periods of time for pleasure.

English 2

READING

Understanding and Using Informational Texts

Standard E2-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in English 2 read **informational (expository/persuasive/argumentative) texts** of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (e.g., 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 **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E2-2.1 Compare/contrast theses within and across informational texts.

E2-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.

E2-2.3 Analyze informational texts for indicators of author bias (for example, word choice, the exclusion and inclusion of particular information, and unsupported opinion).

E2-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral presentations, and media productions).

E2-2.5 Analyze the impact that text elements have on the meaning of a given informational text.

E2-2.6 Analyze information from graphic features (for example, charts and graphs) in informational texts.

E2-2.7 Analyze informational texts to identify propaganda techniques.

E2-2.7 Analyze propaganda techniques in informational texts.

E2-2.8 Carry out independent reading for extended periods of time to gain information.

E2-2.8 Read for extended periods of time to gain information.

English 2

READING

Building Vocabulary

Standard E2-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

E2-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.

E2-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes. *(see Instructional Appendix: Greek and Latin Roots and Affixes*)

E2-3.3 Interpret euphemisms and the connotations of words to understand the meaning of a given text.

WRITING

Developing Written Communications

Standard E2-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

By the beginning of high school, students should have mastered the concepts listed below. Review and/or reteaching may be necessary.

- Capitalization (first word of a sentence; the names of people; the pronoun "I"; proper nouns; the initials of a person's name; courtesy titles such as Mr. and Ms.; days of the week; months of the year; titles of books, poems, and songs; geographic names; holidays; historical and special events; titles of works of art; publications such as magazines and newspapers; brand names; proper adjectives; names of organizations; names of ethnic and national groups; names of established religions and languages)
- End punctuation (periods, exclamation points, and question marks)
- Periods in abbreviations
- Correct spelling (homonyms, commonly confused words)
- Apostrophes in contractions and possessive nouns
- Quotation marks to show dialogue, direct quotations, indicate titles (articles, reports, chapters, other short pieces)
- Indent paragraphs
- Underlining (or italics) to indicate the titles of separately published works such as books and magazines;
- Punctuation between main clauses
- Colons
- Hyphens
- Semicolons
- Commas (enclose appositives; items in a series; dates; addresses; greeting and closing in letters; compound sentences; separate introductory clauses and long introductory phrases from the main body of sentences)
- Ellipses
- Parentheses

E2-4.1	Use prewriting techniques , for example, creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.

E2-4.1	Use prewriting techniques, discussions, graphic organizers, models, and outlines to organize written works.
E2-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

E2-4.2	Use complete sentences in a variety of types in written works.
E2-4.2	Use complete sentences in a variety of types (for example, simple, compound, complex, and compound-complex).
E2-4.3	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E2-4.4	Use the conventions of written Standard American English.
E2-4.4	Use grammatical conventions of written Standard American English including the reinforcement of conventions previously taught.
E2-4.5	Use revision strategies to improve the organization and development of content and the quality of voice in written works.
E2-4.5	Revise to improve clarity, tone, voice, content, and the development of ideas in written works. (*see Instructional Appendix: Writing Composite Matrix)*
E2-4.6	Use proofreading skills to edit for the correct use of written Standard American English.
E2-4.6	Edit written pieces for the correct use of Standard American English including • subject-verb agreement • pronoun-antecedent agreement • agreement of nouns and their modifiers • verb formation • pronoun case • formation of comparative and superlative adjectives and adverbs • idiomatic usage
E2-4.7	Spell correctly using Standard American English.

English 2

WRITING

Producing Written Communications in a Variety of Forms

Standard E2-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E2-5.1	Produce clear and concise career-oriented/technical writings (for example, memos, business letters, résumés, technical reports, and information analyses).
E2-5.1	Create informational pieces (for example, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.

E2-5.2	Create narratives (for example, personal essays, memoirs, and narrative poems) that use descriptive language to enhance setting and characterization.
E2-5.2	Create narrative pieces (for example, personal essays, memoirs, or narrative poems) that use figurative language and word choice to create tone and mood.

E2-5.3	Create descriptions for use in other modes of written works (for example, narratives and expository or persuasive pieces).
E2-5.3	Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

E2-5.4	Create persuasive writings (for example, editorials, essays, speeches, or reports) that address a specific audience and support a clearly stated thesis with facts, statistics, and/or first-hand accounts.
E2-5.4	Construct persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and first-hand accounts).
E2-5.5	Produce technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language suitable for the purpose and audience.

English 2

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard E2-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E2-6.1 Clarify and refine a research topic.

E2-6.2 Use direct quotations, paraphrasing, or summarizing to incorporate into oral or written works the information gathered from a variety of research sources.

E2-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

E2-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

E2-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.

E2-6.5 Create written works and auditory and visual presentations that are designed for a specific audience and purpose.

E2-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

E2-6.7 Use a variety of print and electronic reference materials.

E2-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.

E2-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

English 3

READING

Understanding and Using Literary Texts

Standard E3 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in English 3 read four major types of literary texts: **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, folktales, 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.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E3-1.1 Compare/contrast ideas within and across literary texts to make inferences.

E3-1.2 Evaluate the impact of point of view on literary texts.

E3-1.3 Evaluate devices of figurative language figurative language (including extended metaphor, oxymoron, and paradox).

E3-1.4 Evaluate the relationship among character, plot, and theme in a given literary text.

E3-1.4 Evaluate the relationship among character, plot, conflict, and theme in a given literary text.

E3-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.

E3-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts.

E3-1.6 Create responses to literary texts through a variety of methods , for example, written works, oral presentations, media productions, and the visual and performing arts.

E3-1.6 Create responses to literary texts through a variety of methods (for example, written works, oral presentations, discussions, media productions, and the visual and performing arts).

E3-1.7	Evaluate an author's use of genre to convey theme.

E3-1.8	Carry out independent reading for extended periods of time for pleasure.
E3-1.8	Read independently for extended periods of time for pleasure.

English 3

READING

Understanding and Using Informational Texts

Standard E3 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in English 3 read **informational (expository/persuasive/argumentative) texts** of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (e.g., 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 **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E3-2.1 Evaluate theses within and across informational texts.

E3-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.

E3-2.3 Analyze informational texts for indicators of author bias (for example, word choice, the exclusion and inclusion of particular information, and unsupported opinion).

E3-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral presentations, and media productions).

E3-2.6 Evaluate the impact that text elements have on the meaning of a given informational text.

E3-2.7 Evaluate information from graphic features (for example, charts and graphs) in informational texts.

E3-2.8 Evaluate informational texts to identify propaganda techniques.

E3-2.8 Evaluate propaganda techniques and rhetorical devices in informational texts.

E3-2.9 Carry out independent reading for extended periods of time to gain information.

E3-2.9 Read for extended periods of time to gain information.

English 3

READING

Building Vocabulary

Standard E3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

E3-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.

E3-3.2 Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.

E3-3.2 Analyze the meaning of words by using of Greek and Latin roots and affixes. *(see Instructional Appendix: Greek and Latin Roots and Affixes)*

E3-3.3 Understand how American history and culture have influenced the use and development of the English language.

E3-3.3 Explain how American history and culture have influenced the use and development of the English language.

English 3

WRITING

Developing Written Communications

Standard E3-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

By the beginning of high school, students should have mastered the concepts listed below. Review and/or reteaching may be necessary.

- Capitalization (first word of a sentence; the names of people; the pronoun "I"; proper nouns; the initials of a person's name; courtesy titles such as Mr. and Ms.; days of the week; months of the year; titles of books, poems, and songs; geographic names; holidays; historical and special events; titles of works of art; publications such as magazines and newspapers; brand names; proper adjectives; names of organizations; names of ethnic and national groups; names of established religions and languages)
- End punctuation (periods, exclamation points, and question marks)
- Periods in abbreviations
- Correct spelling (homonyms, commonly confused words)
- Apostrophes in contractions and possessive nouns
- Quotation marks to show dialogue, direct quotations, indicate titles (articles, reports, chapters, other short pieces)
- Indent paragraphs
- Underlining (or italics) to indicate the titles of separately published works such as books and magazines;
- Punctuation between main clauses
- Colons
- Hyphens
- Semicolons
- Commas (enclose appositives; items in a series; dates; addresses; greeting and closing in letters; compound sentences; separate introductory clauses and long introductory phrases from the main body of sentences)
- Ellipses
- Parentheses

E3-4.1	Use prewriting techniques (for example, creating lists, having discussions, using graphic organizers, using models, and using outlines) to organize written works.

E3-4.1	Use prewriting techniques (for example: creating lists, having discussions, using graphic organizers, using models, and using outlines) to organize written works.
E2-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

E3-4.2 Use complete sentences in a variety of types in written works.

E3-4.2 Use complete sentences in a variety of types (for example: simple, compound, complex, and compound-complex).

E3-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).

E3-4.4 Use the conventions of written Standard American English.

E3-4.4 Use the conventions of written Standard American English to clarify and enhance meaning, including

- internal and end of sentence punctuation
- commas to indicate appositives
- word placement to avoid ambiguity
- appropriate coordination and subordination
- relationship between/among clauses
- placement of modifiers
- shifts in construction

(see Instructional Appendix: Writing Composite Matrix)

E3-4.5 Use revision strategies to improve the organization and development of content and the quality of voice in written works.

E3-4.5 Revise to improve clarity, tone, voice, content, and the development of ideas in written works. (*see Instructional Appendix: Writing Composite Matrix)*

E3-4.6 Use proofreading skills to edit for the correct use of written Standard American English.

E3-4.6 Edit written pieces for the correct mechanics and usage of written Standard American English including

- subject-verb agreement
- pronoun-antecedent agreement
- agreement of nouns and their modifiers
- verb formation
- pronoun case
- formation of comparative or superlative adjectives and adverbs
- idiomatic usage.

E3-4.7 Spell correctly using Standard American English.

English 3

WRITING

Producing Written Communications in a Variety of Forms

Standard E3-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E3-5.1	Produce clear and concise career-oriented/technical writings (for example, memos, business letters, résumés, technical reports, and information analyses).
E3-5.1	Create informational pieces (for example, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.

E3-5.2	Create narratives (for example, personal essays, memoirs, or narrative poems) that use descriptive language to enhance voice and tone.
E3-5.2	Create narrative pieces (for example, personal essays, memoirs, or narrative poems) that use figurative language and word choice to create tone and mood.

E3-5.3	Create descriptions for use in other modes of written works (for example, narratives and expository or persuasive pieces).
E3-5.3	Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

E3-5.4	Create persuasive writings (for example, editorials, essays, speeches, or reports) that address a specific audience and use logical arguments supported by facts or expert opinions.
E3-5.4	Construct persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).

E3-5.5	Produce technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language suitable for the purpose and audience.
E3-5.6	Compose effective pieces of writing to respond to prompts in "on-demand" situations.

English 3

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard E3-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E3-6.1 Clarify and refine a research topic.

E3-6.2 Use direct quotations, paraphrasing, or summarizing to incorporate into oral or written works the information gathered from a variety of research sources.

E3-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

E3-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

E3-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.

E3-6.5 Create written works and auditory and visual presentations that are designed for a specific audience and purpose.

E3-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

E3-6.7 Use a variety of print and electronic reference materials.

E3-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

English 4

READING

Understanding and Using Literary Texts

Standard E4-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in English 4 read four major types of literary texts: **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.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E4-1.1	Compare/contrast ideas within and across literary texts to make inferences.
E4-1.2	Evaluate the impact of point of view on literary texts.
E4-1.3	Evaluate devices of figurative language (including extended metaphor, oxymoron, and paradox).
E4-1.4	Evaluate the relationship among character, plot, and theme in a given literary text.
E4-1.5	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts.
E4-1.6	Create responses to literary texts through a variety of methods , for example, written works, oral presentations, media productions, and the visual and performing arts.
E4-1.6	Create responses to literary texts through a variety of methods , for example, written works, oral presentations, discussions, media productions, and the visual and performing arts.
E4-1.7	Evaluate an author's use of genre to convey theme.
E4-1.8	Carry out independent reading for extended periods of time to for pleasure.
E4-1.8	Read independently for extended periods of time to for pleasure.

English 4

READING

Understanding and Using Informational Texts

Standard E4-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in English 4 read **informational (expository/persuasive/argumentative) texts** of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (e.g., 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 **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E4-2.1 Evaluate theses within and across informational texts.

E4-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.

E4-2.3 Analyze informational texts for indicators of author bias (for example, word choice, the exclusion and inclusion of particular information, and unsupported opinion).

E4-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral presentations, and media productions).

E4-2.5 Carry out independent reading for extended periods of time to gain information.

E4-2.6 Evaluate the impact that text elements have on the meaning of a given informational text.

E4-2.7 Evaluate information from graphic features (for example, charts and graphs in informational texts).

E4-2.8 Evaluate informational texts to identify propaganda techniques.

E4-2.8 Evaluate propaganda techniques and rhetorical devices in informational texts.

English 4

READING

Building Vocabulary

Standard E4-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E4-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.

E4-3.2 Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.

E4-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes.

(see Instructional Appendix: Greek and Latin Roots and Affixes)

E4-3.3 Understand how British history and culture have influenced the use and development of the English language.

E4-3.3 Explain how British history and culture have influenced the use and development of the English language.

WRITING

Developing Written Communications

Standard E4-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

By the beginning of high school, students should have mastered the concepts listed below. Review and/or reteaching may be necessary.

- Capitalization (first word of a sentence; the names of people; the pronoun "I"; proper nouns; the initials of a person's name; courtesy titles such as Mr. and Ms.; days of the week; months of the year; titles of books, poems, and songs; geographic names; holidays; historical and special events; titles of works of art; publications such as magazines and newspapers; brand names; proper adjectives; names of organizations; names of ethnic and national groups; names of established religions and languages)
- End punctuation (periods, exclamation points, and question marks)
- Periods in abbreviations
- Correct spelling (homonyms, commonly confused words)
- Apostrophes in contractions and possessive nouns
- Quotation marks to show dialogue, direct quotations, indicate titles (articles, reports, chapters, other short pieces)
- Indent paragraphs
- Underlining (or italics) to indicate the titles of separately published works such as books and magazines;
- Punctuation between main clauses
- Colons
- Hyphens
- Semicolons
- Commas (enclose appositives; items in a series; dates; addresses; greeting and closing in letters; compound sentences; separate introductory clauses and long introductory phrases from the main body of sentences)
- Ellipses
- Parentheses

E4-4.1	Use prewriting techniques, discussions, graphic organizers, models, and outlines to organize written works.

E4-4.1	Use prewriting techniques (for example: creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.
E2-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

E4-4.2	Use complete sentences in a variety of types in written works.
E4-4.2	Use complete sentences in a variety of types (for example, simple, compound, complex, and compound-complex).

E4-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).

E4-4.4 Use the conventions of written Standard American English.

E4-4.4 Use grammatical conventions of written Standard American English including reinforcing those previously taught.

E4-4.4 Use the conventions of written Standard American English to clarify and enhance meaning, including

- internal and end of sentence punctuation
- commas to indicate appositives
- word placement to avoid ambiguity
- appropriate coordination and subordination
- relationship between/among clauses
- placement of modifiers
- shifts in construction

(see Instructional Appendix: Writing Composite Matrix)

E4-4.5	Use revision strategies to improve the organization and development of content and the quality of voice in written works.
E4-4.5	Revise to improve clarity, tone, voice, content, and the development of ideas in written works. (*see Instructional Appendix: Writing Composite Matrix)*

E4-4.6 Use proofreading skills to edit for the correct use of written Standard American English.

E4-4.6 Edit for the correct mechanics and usage of written Standard American English including

- subject-verb agreement
- pronoun-antecedent agreement
- agreement of nouns and their modifiers
- verb formation
- pronoun case
- formation of comparative or superlative adjectives and adverbs
- idiomatic usage

E4-4.7 Spell correctly using Standard American English.

English 4

WRITING

Producing Written Communications in a Variety of Forms

Standard E4-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E4-5.1 Produce clear and concise career-oriented/technical writings (for example, memos, business letters, résumés, technical reports, and information analyses).

E4-5.2 Create narratives (for example, personal essays, memoirs, and narrative poems) that use descriptive language to enhance voice and tone.

E4-5.3 Create descriptions for use in other modes of written works (for example, narratives and expository or persuasive pieces).

E4-5.4 Create persuasive writings (for example, editorials, essays, speeches, or reports) that address a specific audience and use logical arguments supported by facts or expert opinions.

E4-5.5 Produce technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language suitable for the purpose and audience.

E4-5.6 Compose effective pieces of writing to respond to prompts in “on-demand” situations.

English 4

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard E4-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E4-6.1 Clarify and refine a research topic.

E4-6.2 Use direct quotations, paraphrasing, or summarizing to incorporate into oral or written works the information gathered from a variety of research sources.

E4-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

E4-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

E4-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.

E4-6.5 Create written works and auditory and visual presentations that are designed for a specific audience and purpose.

E4-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

E4-6.7 Use a variety of print and electronic reference materials.

E4-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Composite Matrix for the Introduction of Conventions of Grammar, Mechanics of Editing, Revision and Organizational Strategies, and Writing Products

All grade levels should reinforce the grammatical conventions, mechanics of editing, and the revision and organization strategies taught in previous grades. The writing products listed are provided as examples for a particular type of writing and should also be reinforced from grade to grade.

Grade Level	Conventions of Grammar	Mechanics of Editing	Revision and Organizational Strategies	Writing Products (Examples)
1	• personal pronouns • common and proper nouns • singular and plural nouns • conjunctions *(and, but, or)*	**Capitalization** • first word of a sentence • names of people • pronoun *I* **Punctuation** • periods • exclamation points • question marks **Spelling** • high-frequency words • three- and four-letter short-vowel words	• word choice • use of simple sentences	**Narrative writing** • stories • journal entries **Writing to describe** • personal experiences • people • places • things **Writing to entertain** • rhymes • poems **Writing to communicate** • thank you notes
2	• personal pronouns • common and proper nouns • singular and plural nouns • proper adjectives • conjunctions *(and, but, or)*	**Capitalization** • proper nouns • initials of a person's name • courtesy titles (Mr., Ms.) • days of the week • months of the year • titles of books, poems, and songs **Punctuation** • apostrophes in contractions • commas in a series • commas in dates • quotation marks to show someone is speaking	• word choice • logical progression of ideas • use of simple sentences with compound subjects and predicates • paragraphs that follow a logical sequence (beginning, middle, and end) • use of transitional words • quality of voice	**Narrative writing** • stories • journal entries **Writing to describe** • objects • people • places • events **Writing to entertain** • rhymes • poems • songs **Writing to communicate** • directions • instructions

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		Spelling • words that do not fit regular spelling patterns (for example, *was*, *were*, *says*, *said*) • high-frequency words • basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns		
3	• comparative and superlative adjectives • prepositions • prepositional phrases • conjunctions (*because*, *since*, *yet*, *until*) • nominative and objective case pronouns	**Capitalization** • geographic names • holidays • historical and special events **Punctuation** • commas in addresses • commas in the greetings and closings of letters • commas in compound sentences • apostrophes in contractions • apostrophes in possessive pronouns • periods in abbreviations • indentation of paragraphs **Spelling** • misused homonyms • high-frequency multisyllabic words • words that have blends • contractions • compound words • orthographic patterns (for example, *qu,* consonant doubling, changing the ending of a word from *–y* to *–ies* when forming the plural)	• word choice • logical progression of ideas • use of compound sentences • paragraphs that include topic sentences with supporting details and logical transitions • quality of voice	**Narrative writing** that includes • characters • setting • logical sequence **Writing to describe** • people • places • events **Writing to entertain** • riddles • jokes **Writing to communicate** • friendly letters that include a greeting, body, closing, and signature • invitations that include the time, date, and place of the event

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4	• subject-verb agreement • past, present, and future verb tenses • conjunctions (*although, while, neither, nor)* • adverbs of time, place, manner, and degree • pronoun-antecedent agreement	**Capitalization** • titles of works of art • titles of magazines and newspapers • brand names • proper adjectives • names of organizations **Punctuation** • quotation marks to indicate direct quotations or dialogue • quotation marks to indicate titles of works (for example, articles, reports, chapters and other short pieces) published within separately published works • between main clauses • underlining/italics to indicate titles of separately published works such as books and magazines **Spelling** • words with suffixes and prefixes • multisyllabic words	• word choice • organization and development of ideas • use of simple and compound sentences • multiple-paragraph compositions that include a central idea with supporting details and appropriate transitions • quality of voice	**Narrative writing** that includes • details • sequence of events • development of plot **Descriptive writing** that • appeals to the readers' senses **Writing to entertain** • skits • plays **Writing to communicate** • postcards • flyers • letters • e-mails
5	• irregular comparative and superlative adjectives • irregular adverbs • interjections • past participles of commonly misused verbs • subject-verb and pronoun-antecedent agreement with collective nouns	**Capitalization** • ethnic groups • national groups • established religions and languages **Punctuation** • colons • hyphens **Spelling** • commonly confused words • multisyllabic constructions • double consonant patterns • irregular vowel patterns in multisyllabic words	• word choice • organization and development of ideas and voice • use of simple, compound, and complex sentences • multiple-paragraph compositions that include a central idea with supporting details with appropriate transitions	**Narrative writing** that includes • fully developed plot • consistent point of view **Descriptive writing** that uses • precise language • vivid details **Writing to entertain** • picture books • comic books • graphic novels **Writing to inform** • book reviews • newsletter articles

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6	• main and subordinate clauses • indefinite pronouns • pronoun-antecedent agreement • consistent verb tenses	**Punctuation** • semicolon • commas to enclose appositives • commas to separate introductory clauses and phrases **Spelling** • spell correctly using Standard American English	• use of revision strategies to improve clarity, tone, voice, content, and the development of ideas • use of simple, compound, and complex sentences • multiple-paragraph compositions that include a central idea with supporting details with appropriate transitions	**Narrative writing** that includes • fully developed plot • consistent point of view **Descriptive writing** that uses • precise language • vivid details **Writing to inform** • brochures • pamphlets • reports **Writing to persuade** • print advertisements • commercial scripts
7	**Reinforcement of the grammatical conventions previously taught**	**Punctuation** • ellipses • parentheses **Spelling** • spell correctly using Standard American English	• use of revision strategies to improve clarity, tone, voice, content, and the development of ideas • use of simple, compound, complex, and compound-complex sentences • multiple-paragraph compositions that include a central idea with supporting details with appropriate transitions	**Narrative writing** • personal essays • narrative poems **Descriptive writing** in other modes • narrative • expository • persuasive **Writing to inform** • book, movie, or product reviews • news reports **Writing to persuade** • letters to the editor • essays

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8	**Reinforcement of the grammatical conventions previously taught**	**Punctuation** • ellipses • parentheses **Spelling** • spell correctly using Standard American English	• use of revision strategies to improve clarity, tone, voice, and the development of ideas • use of simple, compound, complex, and compound-complex sentences • multiple-paragraph compositions that include a central idea with supporting details with appropriate transitions	**Narrative writing** • memoirs **Descriptive writing** in other modes • narrative • expository • persuasive **Writing to inform** • letters of request, inquiry, or complaint • reports **Writing to persuade** • speeches • editorials • essays
E1	• subject-verb agreement • pronoun-antecedent agreement • agreement of nouns and their modifiers • verb formation • pronoun case • formation of comparative and superlative adjectives and adverbs • idiomatic usage	**Reinforcement of the mechanics of editing previously taught**	• use of simple, compound, complex, and compound-complex sentences • multiple-paragraph compositions that have an introduction and conclusion, include a coherent thesis and use support such as definitions and descriptions • use of revision strategies to improve clarity, tone, voice, content, and the development of ideas	**Narrative writing** • memoir • personal essays • narrative poems **Descriptive writing** in other modes • narrative • expository • persuasive **Writing to inform:** • letters of request, inquiry, or complaint **Persuasive writing** • speeches • editorials • essays • reports

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E2	• subject-verb agreement • pronoun antecedent agreement • agreement of nouns and their modifiers • verb formation • pronoun case • formation of comparative and superlative adjectives and adverbs • idiomatic usage	**Reinforcement of the mechanics of editing previously taught**	• use of simple, compound, complex, and compound-complex sentences • multiple paragraph compositions that have an introduction and conclusion, include a coherent thesis and use support (for example, definitions and descriptions) • use of revision strategies to improve clarity, tone, voice, content, and the development of ideas	**Narrative writing** • memoirs • personal essays • narrative poems **Descriptive writing** in other modes • narrative • expository • persuasive **Persuasive writing** • speeches • editorials • essays • reports **Technical Writing** • proposals • instructions • process documentation **Writing to inform** • resumes • memos • letters of request, inquiry, or complaint
E3	• subject-verb agreement • pronoun-antecedent agreement • agreement of nouns and their modifiers • verb formation • pronoun case • formation of comparative and superlative adjectives and adverbs • idiomatic usage	• internal and end of sentence punctuation • commas to indicate appositives • word placement to avoid ambiguity • appropriate coordination and subordination • relationship between and among clauses • placement of modifiers • shifts in construction.	• use of simple, compound, complex, and compound-complex sentences • multiple paragraph compositions that have an introduction and conclusion, include a coherent thesis and use support (for example, definitions and descriptions)	**Narrative writing** • memoirs • personal essays • narrative poems **Descriptive writing** • personal essays • travel writing • restaurant reviews **Persuasive writing** • speeches • editorials • essays • reports **Technical Writing** • proposals • instructions • process documentation

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			• use of revision strategies to improve clarity, tone, voice, content, and the development of ideas	**Writing to inform** • résumés • memos • letters of request, inquiry, or complaint **"On-demand" writing**
E4	• subject-verb agreement • pronoun-antecedent agreement • agreement of nouns and their modifiers • verb formation • pronoun case • formation of comparative and superlative adjectives and adverbs • idiomatic usage	• internal and end of sentence punctuation • commas to indicate appositives • word placement to avoid ambiguity • appropriate coordination and subordination • relationship between and among clauses • placement of modifiers • shifts in construction.	• use of simple, compound, complex, and compound-complex sentences • multiple paragraph compositions that have an introduction and conclusion, include a coherent thesis and use support (for example, definitions and descriptions) • use of revision strategies to improve clarity, tone, voice, content, and the development of ideas	**Narrative writing** • memoirs • personal essays • narrative poems **Descriptive writing** • personal essays • travel writing • restaurant reviews **Persuasive writing** • speeches • editorials • essays • reports **Career-oriented and technical writing** • memos • business letters • résumés • technical reports • information analyses • proposals • instructions • process documentation **"On-demand" writing**

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High-Frequency Words

High-frequency words, often times referred to as sight words, are words that students encounter frequently in reading and writing. It is critical that readers and writers develop automatic recognition of these words. Comprehension begins to break down when students focus on trying to decode or sound out individual words. Learning to recognize high-frequency words by sight is critical to developing fluency in reading.

Some high-frequency words do not follow regular phonetic rules. They do not follow easy spelling patterns. For example, the words *cave, Dave, save, wave,* and *gave* follow the vowel-consonant-silent e pattern but the word *have* does not. Asking students to "sound out" words such as these may cause increased frustration for struggling readers. In order for students to remember words and for them to become automatic, they need many opportunities to experience and manipulate them.

Much of the English language has been adapted from other languages during its development. One sixth of English words survived from old English and almost all of those words are high-frequency words. High-frequency words are often classified in one of three groups. They may be

- non-phonetic words—those needing to be recognized by sight because they can't be sounded out (e.g., was, through).
- frequently occurring words—those needing to be recognized easily because they occur so often.
- high-interest words—those recognized by sight because they have special interest and/or emotional overtones for a child (e.g., mom, dad, love, birthday, McDonald's, Target, dinosaur, etc.).

When students have a thorough understanding and mastery of high-frequency or sight words, independent reading typically improves because this knowledge

- enables students to use context clues,
- increases students fluency and ease of reading,
- enables students to read greater amounts of material and for longer periods of time, and
- allows students to focus on comprehension of a text rather than on the decoding of individual words.

Posted August 13. 2007

HIGH FREQUENCY WORDS CHART

In addition to these lists, words related to student interests (e.g., Nintendo, Barbie) or surroundings such as names of family members, friends, familiar places (e.g., McDonald's, BiLo) or things (e.g., Cheerios, HiC) should be included in a student's high-frequency or sight word vocabulary. Vocabulary used in the currently adopted reading series should also be added to these lists.

These word lists should not be memorized or taught in isolation. High-frequency or sight words are developed through extensive exposure to texts and a student's surroundings. High-frequency words should be recognized and read automatically. Students should remember and use the high frequency words previously learned.

KINDERGARTEN
K-3.4 Recognize high-frequency words.

a	come	go	jump	not	the	you
and	dad	help	little	one	three	
away	dog	hers	look	play	to	
big	down	I	make	red	two	
blue	find	in	me	run	up	
can	for	is	mom	said	we	
cat	funny	it	my	see	yellow	

GRADE ONE
1-3.4 Recognize high-frequency words encountered in texts.

after	came	good	live	one	she	walk
again	car	got	love	open	so	want
all	could	had	make	our	some	was
am	day	has	may	out	soon	well
an	did	have	more	over	stop	went
any	do	he	mother	pet	take	were
are	don't	her	must	play	thank	what
as	eat	here	name	please	that	when
ask	every	how	new	pretty	them	where
at	father	house	no	put	then	white
ate	fly	if	now	ran	there	who
be	four	into	not	ride	they	will
black	friend	jump	of	round	think	with
brown	from	just	off	said	time	yes

Posted August 13. 2007

bug	get	know	old	saw	this	
but	give	let	on	say	too	
by	going	like	once	school	under	

GRADE TWO
2-3.3 Recognize high-frequency words in context.

always	call	first	many	sister	thing	why
around	children	five	off	sit	trip	wish
because	cold	found	only	sleep	truck	won't
been	dear	gave	or	small	upon	work
before	didn't	goes	pull	sunny	us	would
best	does	green	rain	teacher	use	write
both	don't	his	read	tell	very	your
brother	family	its	right	their	wash	
buy	fast	made	sing	these	which	

GRADE THREE
3-3.4 Recognize high-frequency words in texts.

about	done	full	if	much	pretty	start
better	draw	got	keep	myself	seven	ten
bring	drink	grow	kind	never	shall	today
carry	eight	hold	laugh	only	show	together
clean	fall	hot	light	own	six	try
cut	far	hurt	long	pick	small	warm

Greek and Latin Roots and Affixes

A study of Greek and Latin roots and affixes provides students with an understanding of word parts so that they can determine the meaning of unfamiliar words thereby increasing their spoken and written vocabulary. The study of word parts should not be done in isolation by having student's memorize lists of roots and affixes. Rather teachers should immerse students in rich oral and written language, fostering an interest of how words are developed and their meanings thus fostering an interest in vocabulary exploration. Students should remember and use roots and affixes previously learned.

Indicator: **Analyze the meanings of words using a knowledge of Greek and Latin roots and affixes.**

	Grade 5	**Grade 6**	**Grade 7**
Prefixes	extra-, inter-, semi-	con-/com-, multi-, sub-	ex-, intra-/intro-, super-
Greek and Latin Roots	G: geo, human, hydro, meter, port, sphere L: aqua, audi, dict, fac/fec/fic, spec/spect, terra, tri	G: auto, bio, ethno, graph, phone, photo, port, tele, therm/thermo L: lumen/luc/lum, magna, miss/mitt, mov/mot/mobil, reg, scrib, tend/tens/tenu, video/vis, viv/vict	G: demos, ec/eco, gen, logy, meter, mono, phyt, poly, proto, scope, zo/zoa L: cide, corp/corpus, cred, frater, liber, mater/matri, mut, omni, pater/patri, ver
Suffixes	-ation, -ous, -tion/-sion	-able/-ible, -fy, -ity,	-cian/-ician, -ic/-ical, -ness

	Grade 8	**English 1**	**English 2**
Prefixes	ad-, de-, mal-	ante-, im-/in-, post-	circum-, equi-, per-
Greek and Latin Roots	G: astro, chron, helio, hetero, homo, neo, paleo, syn/sym L: bene, fer, flex/flect, ject, pend, rupt, sol, stella, temp/tempo, voc	G: agog, alter, chron, cracy, hyper, morph, polis, theo L: cede, clud, duct, greg, nomen/nym, nov, prim/prime, sent/sens, solv/solute, trac/tract, vol, volu/volut/volv	G: anthro, archy, gamy, gyn/gyno, mania, path, phobia, psych, scope, soph L: annus, cap/capit, cent, cor/cord, homo, manu, milli, ped/pod, sect
Suffixes	-al, -ism, -ize	-ish, -less, -ment	-ary, -ence/-ance, -some,

	English 3	**English 4**
Prefixes	counter-, pro-, trans-	hyper-, hypo-, para-
Greek and Latin Roots	G: acid/acri, dyna, gram, meta, nomy, phil, phor, pyro, taxis L: ambul, amo/amat, cur/curs, fort/forc, gress, mem, muta, ortho, sequ, sol	G: algia, biblio, cata, cosmo, erg, gno/gnos, holo, mega, thesis, trop L: log, mag, mort, mot/mob, nat, sci, struct, vert, vore
Suffixes	-dom, -ine, -tude	-ate, -ist, -lent

Instructional Appendix
Spelling Resources

These resources are provided as a supplement to the indicators included in the *South Carolina English Language Arts Academic Standards* which address spelling. See Standards 3 and 4 for specificity.

Stages of Spelling Development

According to research, children learn to spell in two distinct developmental stages. In phase 1, the learning to spell stage, the learner begins to develop a dictionary in his head. This phase, also called the alphabetic learning principal, usually takes the child about two years to develop. In the second phase, correct and automatic spelling, more specific word knowledge must be learned. During this phase, children concentrate on learning spelling patterns and they fine tune their knowledge of how words work while they grow in the number of words they can spell automatically and accurately. This phase usually lasts from second grade to sixth or eighth grade.

Phase I. Learning to Spell			
Gentry's Levels of Writing	**Gentry's Stages of Developmental Spelling**	**Spelling Curriculum to be Taught**	**Expected Competency**
Level 0 Writing: No ability to use letters	No ability to use invented spellings	Learning write one's name; the alphabet song; nursery rhymes and word play; use of techniques leading child to begin to invent level 1 spellings	Pre-kindergarten

Level 1 Writing: Use of letters with no matches to sound	Precommunicative Spelling	Use of techniques leading inventive spellers to Stage 2, plus a few correct spellings gleaned from writing	Beginning to middle of kindergarten
Level 2 Writing: Use of partial sound-letter matches	Semiphonetic Spelling	Use of techniques leading inventive spellers to Stage 3, plus a few correct spellings gleaned from writing	Middle to end of kindergarten
Level 3 Writing: Use of one letter for each sound`	Phonetic Spelling	Use of techniques leading inventive spellers to Level 4, plus a few a correct spellings gleaned from writing; correct spelling of some high frequency word families; the first grade corpus	Beginning to middle of first grade
Level 4 Writing: Use of chunks of phonics patterns	Transitional Spelling	Completion of first grade corpus, including correct spelling of CVC short-vowel patterns and some CVCe long-vowel patterns	Middle to end of first grade

Gentry, J. Richard, Ph.D. *The Science of Spelling: The Explicit Specifics That Make Great Readers and Writers (and Spellers!)*. Heinemann: Portsmouth, NH, 2004.

Phase II. Correct and Automatic Spelling		
New Learning	**Spelling Curriculum to be Taught**	**Expected Competency**
The 2nd Grade Corpus	High-frequency 2nd grade words, patterns, and principals	End of 2nd grade
The 3rd Grade Corpus	High-frequency 3rd grade words, patterns, and principals	End of 3rd grade

The 4th Grade Corpus	High-frequency 4th grade words, patterns, and principals	End of 4th grade
The 5th Grade Corpus	High-frequency 5th grade words, patterns, and principals	End of 5th grade
The 6th Grade Corpus	High-frequency 6th grade words, patterns, and principals	End of 6th grade
The 7th Grade Corpus	High-frequency 7th grade words, patterns, and principals	End of 7th grade
The 8th Grade Corpus	High-frequency 8th grade words, patterns, and principals	End of 8th grade

Gentry, J. Richard, Ph.D. *The Science of Spelling: The Explicit Specifics That Make Great Readers and Writers (and Spellers!)*. Heinemann: Portsmouth, NH, 2004.

South Carolina Suggested Reading List
Grades K-2
Adapted from the state of Indiana

Designed as a companion piece to South Carolina's Academic Standards in English/Language Arts, the following selections of the South Carolina Reading List illustrate the quality and complexity of the suggested reading materials for students in Grades K-2. The South Carolina Reading List is not required reading nor is it meant to be all-inclusive. Teachers and parents are encouraged to review the selections to ensure suitability for the individual student.

Fiction: Picture Books and General Fiction *Amelia Bedelia* (series) – Parish, Peggy *Anno's Journey* – Anno, Mitsumasa *Arthur* (series) – Brown, Marc *Baseball in the Barrio* – Horenstein, Henry *A Bear Called Paddington* (series) – Bond, Michael *Brown Bear, Brown Bear, What Do You See?* – Martin, Bill, Jr. *Caps for Sale* – Slobodkina, Esphyr *The Cat in the Hat* – Dr. Seuss *Corduroy* – Freeman, Don *The Doorbell Rang* – Hutchins, Pat *Flossie and the Fox* – McKissack, Patricia *Frog and Toad Are Friends* (series) – Lobel, Arnold *The Gingerbread Man* – Aylesworth, Jim *The Giving Tree* – Silverstein, Shel *Goodnight Moon* – Brown, Margaret Wise *Grandfather's Journey* – Say, Allen	*Harold and the Purple Crayon* – Johnson, Crockett *Hattie and the Fox* – Fox, Mem *Henry and Mudge* (series) Rylant, Cynthia *If You Give a Mouse a Cookie* (series) – Numeroff, Laura *Just So Stories* – Kipling, Rudyard *Lilly's Purple Plastic Purse*– Henkes, Kevin *The Little Engine That Could* - Piper, Watty *Lyle, Lyle Crocodile* – Waber, Bernard *Make Way for Ducklings* – McCloskey, Robert *The Mitten* – Brett, Jan *The Mouse and the Motorcycle* – Cleary, Beverly *The Polar Express* – Van Allsburg, Chris *Rosie's Walk* – Hutchins, Pat *Song of the Swallows* – Politi, Leo *Stone Soup* – McGovern, Ann *Sylvester and the Magic Pebble* – Steig, William *The Tale of Peter Rabbit* – Potter, Beatrice	*Ten Black Dots* – Crews, Donald *There's an Alligator Under My Bed* – Mayer, Mercer *The Three Little Pigs* – Kellogg, Steven *The Ugly Duckling* – Andersen, Hans Christian *The Very Hungry Caterpillar* – Carle, Eric *Where the Wild Things Are* Sendak, Maurice *Winnie the Pooh* – Milne, A. A. **Folklore / Mythology** *The Golden Goose* – Grimm, Jacob and Wilhelm *Goldilocks and the Three Bears* – Brett, Jan *La Cucaracha Martina: A Caribbean Folktale* – Moreton, David *Lon Po Po: A Red Riding Hood Story from China* – Young, Ed *Mufaro's Beautiful Daughters* - Steptoe, John *The Story of Johnny Appleseed* - Aliki *Three Billy Goats Gruff* – Asbjrnsen, Peter Christen

The South Carolina Reading List is a suggested reading source for students and teachers. Check with your local district to see if there is a required reading list.

Poetry *The Big Red Barn* – Brown, Margaret Wise *Chicken Soup with Rice* – Sendak, Maurice *Child's Garden of Verses* – Stevenson, Robert Lewis *The Dragons Are Singing Tonight* – Prelutsky, Jack *I Know an Old Lady Who Swallowed a Fly* – Rounds, Glen *Orchard Book of Nursery Rhymes* – Sutherland, Zena *Owl Moon* – Yolen, Jane *Sheep in a Jeep* – Shaw, Nancy *The Wheels on the Bus* – Zelinsky, Paul *You Read to Me, I'll Read to You* – Ciardi, John **Nonfiction** *About Reptiles: A Guide for Children*– Sill, Cathryn P. *Anno's Math Games* – Anno, Mitsumasa *Around the World: Who's Been Here*– George, Lindsay Barrett *Baby Whale's Journey* – London, Jonathon *Building a House* – Barton, Byron *Check It Out!: The Book about Libraries* – Gibbons, Gail *A Child's Book of Art: Discover Great Paintings* – Micklethwait, Lucy *Corn Is Maize: The Gift of the Indians* – Aliki *Digging Up Dinosaurs* – Aliki	*Gorilla Walk* – Lewin, Ted and Betsy *Hello, Fish! Visiting the Coral Reef* – Earle, Sylvia *Here Is the African Savanna* Dunphy, Madeleine *Hottest, Coldest, Highest, Deepest* – Jenkins, Steve *How Big Is a Foot?* – Myllar, Rolf *How Tall, How Short, How Far Away*– Adler, David *Math Counts* (series) – Pluckrose, Henry *My Cheetah Family* – Barfuss, Matto H. *Once a Wolf* – Swinburne, Stephen *Outside and Inside Kangaroos* - Markle, Sandra *Pumpkin Circle: Story of a Garden* – Levenson, George *Sharks* – Gibbons, Gail *Tornadoes* – Simon, Seymour **Biography / Autobiography** *If Only I Had a Horn: Young Louis Armstrong* – Jenkins, Leonard *A Picture Book of George Washington Carver* – Adler, David *Duke Ellington* – Pinkney, Andrea *Galileo and the Magic Numbers* – Rosen, Sidney *Honest Abe* – Kunhardt, Edith *If a Bus Could Talk: The Story of Rosa Parks* – Ringgold, Faith *Wilma Unlimited* – Krull, Kathleen	*Mark Twain? What Kind of Name Is That?* – Quakenbush, Robert

The South Carolina Reading List is a suggested reading source for students and teachers. Check with your local district to see if there is a required reading list.

South Carolina Suggested Reading List
Grades 3-5
Adapted from the state of Indiana

Designed as a companion piece to South Carolina's Academic Standards in English/Language Arts, the following selections of the South Carolina Reading List illustrate the quality and complexity of the suggested reading materials for students in Grades 3 – 5. The South Carolina Reading List is not required reading nor is it meant to be all-inclusive. Teachers and parents are encouraged to review the selections to ensure suitability for the individual student.

Fiction: Classic and Contemporary *The Best Bad Thing* – Uchida, Yoshiko *The Best Christmas Pageant Ever* – Robinson, Barbara *Bill and Pete Go Down the Nile* – de Paola, Tomie *A Boy of Old Prague* – Ish-Kishor, Shulamith *Cam Jansen* (series) – Adler, David *Charlotte's Web* – White, E.B. *Class Clown* – Hurwitz, Johanna *Felita* – Mohr, Nicholessa *Freckle Juice* – Blume, Judy *From the Mixed-Up Files of Mrs.Basil E. Frankweiler* - Konigsburg, E.L. *The Hundred Dresses* – Estes, Eleanor *In the Year of the Boar and Jackie Robinson* – Lord, Bette Bao *Maniac Magee* – Spinelli, Jerry *Misty of Chincoteague* –	*Ramona* (series) – Cleary, Beverly *Shiloh* (trilogy) – Naylor, Phyllis Reynolds *Sounder* – Armstrong, William *Stone Fox* – Gardiner, John Reynolds *Tales of a Fourth Grade Nothing* – Blume, Judy *Trumpet of the Swan* – White, E.B. *Wayside School* (series) – Sachar, Louis *Where the Red Fern Grows* - Rawls, Wilson **Historical Fiction** *The Courage of Sarah Noble* - Dalgliesh, Alice *Journey to Topaz* – Uchida, Yoshiko *Lily's Crossing* – Giff, Patricia Reilly *Little House in the Big Woods*(series) – Wilder, Laura Ingalls *Number the Stars* – Lowry, Lois *Prairie Songs* – Conrad, Pam	**Science Fiction / Fantasy** *20,000 Leagues Under the Sea* – Verne, Jules *Alice in Wonderland* – Carroll, Lewis *Bridge to Terabithia* – Paterson, Katherine *The Court of the Stone Children* – Cameron, Eleanor *The Cricket in Times Square* Selden, George *James and the Giant Peach*- Dahl, Roald *Mrs. Frisby and the Rats of Nimh* – O'Brien, Robert C. *The Secret Garden* – Burnett, Frances *This Place Has No Atmosphere* – Danziger, Paula *The Wind in the Willows* – Grahame, Kenneth *A Wrinkle in Time* – L' Engle, Madeleine **Folklore / Tall Tales** *John Henry: An American Legend* – Keats, Ezra Jack *Paul Bunyon* – Kellogg, Steven

The South Carolina Reading List is a suggested reading source for students and teachers. Check with your local district to see if there is a required reading list.

Henry, Marguerite *Molly's Pilgrim –* Cohen, Barbara *Poppy –* Avi	*Sadako and the 1,000 Paper Cranes –* Coerr, Eleanor *Sarah, Plain and Tall –* MacLachlan, Patricia	*Pecos Bill –* Kellogg, Steven
The First Strawberries: A Cherokee Story – Bruchac, Joseph *How the Leopard Got His Spots –* Kipling, Rudyard *The Olympians: Great Gods and Goddesses of Ancient Greece –* Fisher, Leonard Everett *Saint George and the Dragon -* Hodges, Margaret **Poetry** *Beat the Story-Drum, Pum-Pum –* Bryan, Ashley *From Sea to Shining Sea: A Treasury of American Folklore and Folk Songs –* Cohn, Amy *Hand in Hand: An American History Through Poetry –* Hopkins, Lee Bennett *Joyful Noise: Poems for Two Voices –* Fleischman, Paul *Nathaniel Talking –* Greenfield, Eloise *The New Kid on the Block* Prelutsky, Jack *Sing a Song of Popcorn: Every Child's Book of Poems –* White, M.and others *Snow Toward Evening: A Year in a River Valley –* Frank, Josette **Nonfiction** *African Beginnings –* Haskins, James *Animal Defenses: How Animals Protect Themselves –*	*Buddy: The First Seeing Eye Dog –* Moore, Eva *Castle –* Macaulay, David *Caves and Caverns –* Gibbons, Gail *Come Back, Salmon –* Cone, Molly *Counting on Frank: Level 4 –* Clement, Rod *Dive! My Adventures in the Deep Frontier –* Earle, Sylvia *DK Guide to Space: A Photographic Journey Through the Universe –* Bond, Peter *Dolphin Man: Exploring the World of Dolphins –* Pringle, Laurence *Exploding Ants: Amazing Facts About How Animals Adapt –* Settel, Joanne *An Extraordinary Life: Story of a Monarch Butterfly –* Pringle, Laurence *Fire! Fire! –* Gibbons, Gail *How Much Is a Million? –* Schwartz, David *The Magic School Bus* (series) Cole, Joanna *Mapping the World –* Johnson, Sylvia *Pyramid –* Macaulay, David *Reaching for Dreams: A Ballet from Rehearsal to Opening Night –* Kuklin, Susan *Shh! We're Writing the Constitution –*	**Biography / Autobiography** *The First Woman Doctor –* Baker, Rachel *Through My Eyes –* Bridges, Ruby *Where Do You Think You're Going ,Christopher Columbus?* Fritz, Jean *Frederick Douglass: The Black Lion –* McKissack, Patricia *Albert Einstein: Young Thinker* Hammontree, Marie *Benjamin Franklin –* D'Aulaire, Ingri *Ben and Me –* Lawson, Robert *Prince Henry the Navigator –* Fisher, Angela *The Land I Lost: Adventures of a Boy in Vietnam –* Huynh, Qhang Nhuong *Helen Keller: Courage in the Dark –* Hurwitz, Johanna *Lives of the Presidents –* Krull, Kathleen *Abe Lincoln's Hat –* Brenner, Martha *Charles Lindbergh: A Human Hero –* Giblin, James *Commodore Perry in the Land of the Shogun –* Blumberg, Rhoda *The Story of Sacajawea, Guide to Lewis and Clark –* Rowland, Della *The Secret Soldier: The Story of Deborah Sampson –* McGovern, Ann *Clara Schumann: Piano Virtuoso –* Reich, Susanna *Inspirations: Stories About*

The South Carolina Reading List is a suggested reading source for students and teachers. Check with your local district to see if there is a required reading list.

Kaner, Etta *Black Whiteness: Admiral Byrd Alone in the Antarctic* – Burleigh, Robert	Fritz, Jean *Top of the World: Climbing Mount Everest* – Jenkins, Steve	*Women Artists* – Sills, Leslie *Squanto: Friend of the Pilgrims* Bulla, Clyde Robert

South Carolina Suggested Reading List
Grades 6-8
Adapted from the state of Indiana

Designed as a companion piece to South Carolina's Academic Standards in English/Language Arts, the following selections of the South Carolina Reading List illustrate the quality and complexity of the suggested reading materials for students in Grades 6 – 8. The South Carolina Reading List is not required reading nor is it meant to be all-inclusive. Teachers and parents are encouraged to review the selections to ensure suitability for the individual student.

Fiction: Classic and Contemporary *The Adventures of Tom Sawyer* – Twain, Mark *Anne of Green Gables* – Montgomery, Lucy Maud *The Cat Ate My Gymsuit* – Danziger, Paula *The Cay* – Taylor, Theodore *Child of the Owl* – Yep, Laurence *A Christmas Carol* – Dickens, Charles *Durango Street* – Bonham, Frank *Eyes of Darkness* – Highwater, Jamake *Firefly Summer* – Bulpre, Pura *Flowers for Algernon* – Keyes, Daniel *Ganesh* – Bosse, Malcolm *The Glory Field* – Myers, Walter Dean *Holes* – Sachar, Louis *Homecoming* – Voigt, Cynthia	*Lisa, Bright and Dark* – Neufield, John *M.C. Higgins, the Great* – Hamilton, Virginia *The Moves Make the Man*– Brooks, Bruce *My Side of the Mountain* George, Jean Craighead *Park's Quest* – Paterson, Katherine *The Pearl* – Steinbeck, John *Roll of Thunder, Hear My Cry* – Taylor, Mildred D. *Summer of My German Soldier* – Greene, Bette *Summer of the Swans* – Byars, Betsy *The True Confessions of Charlotte Doyle* – Avi *Year of Impossible Goodbyes* – Choi, Sook Nyui *The Yearling* – Rawlings, Marjorie Kinnan	*Catherine, Called Birdy* – Cushman, Karen *Johnny Tremain* – Forbes, Esther *Lyddie* – Paterson, Katherine *The Night Journey* – Lasky, Kathryn *Out of the Dust* – Hesse, Karen *The Slave Dancer* – Fox, Paula *The Watsons Go to Birmingham –1963* – Curtis, Christopher Paul *The Witch of Blackbird Pond* Speare, Elizabeth George **Science Fiction / Fantasy** *Abel's Island* – Steig, William *The Book of Three* – Alexander, Lloyd. *Phantom Tollbooth* – Juster, Norton *The Shepherd Moon* – Hoover, H.M. *Swiftly Tilting Planet* – L' Engle, Madeleine *The Time Machine* –

The South Carolina Reading List is a suggested reading source for students and teachers. Check with your local district to see if there is a required reading list.

Island of the Blue Dolphins - O'Dell, Scott *The Islander* – Rylant, Cynthia *The Journey Home* – Uchida, Yoshiko	**Historical Fiction** *Across Five Aprils* – Hunt, Irene *After the Dancing Days* – Rostkowski, Margaret *Bull Run* – Fleischman, Paul	Wells, H.G. *Tuck Everlasting* – Babbitt, Natalie *A Wizard of Earthsea* – Le Guin, Ursula *Z for Zachariah* – O'Brien, Robert C.
Mystery / Adventure *The Adventures of Sherlock Holmes*– Doyle, Arthur Conan *And Then There Were None* Christie, Agatha *Call of the Wild* – London, Jack *Hatchet* – Paulsen, Gary *Motel of the Mysteries* – Macauley, David *Stranded* – Mikaelsen, Ben *Treasure Island* – Stevenson, Robert Louis *The Westing Game* – Raskin, Ellen **Folklore / Mythology** *American Tall Tales* – Osborne, Mary Pope *The Crest and the Hide (and other African stories)* Courlander, Harold *D'Aulaire's Norse Gods and Giants* – D'Aulaire, Ingri and Edgar *Favorite Folktales from Around the World* – Yolen, Jane *Jason and the Argonauts* Osborne, Mary Pope (ed.) *The People Could Fly: American Black Folktales* Hamilton, Virginia *Three Strong Women* – Stamm, Claus and Kazue Mizumura **Poetry** Selections from *Been to Yesterdays* – Hopkins, Lee Bennet	Selections from *The Dream Keeper and Other Poems* – Hughes, Langston Selections from *Ego Tripping and Other Poems for Young People* Giovanni, Nikki Selections from *Four Ancestors: Stories, Songs, and Poems from Native North America* – Bruchac, Joseph Selections from *Inner Chimes* – Goldstein, Bobbye "The Midnight Ride of Paul Revere" – Longfellow, Henry Wadsworth "Odes to Common Things" Neruda, Pablo Selections from *You Come Too* – Frost, Robert **Short Stories** Selections from *Baseball in April and Other Stories* Soto, Gary "Boys and Girls" – Munro, Alice "The Celebrated Jumping Frog of Calaveras County" - Twain, Mark "Charles" – Jackson, Shirley "A Day's Wait" – Hemingway, Ernest Selections from *Eight Plus One* – Cormier, Robert	Selections from *Somehow Tenderness Survives: Stories of Southern Africa*– Rochman, Hazel (ed.) "The Storyteller" – Saki "The Tell-Tale Heart" – Poe, Edgar Allan "Thank You Ma'am" – Hughes, Langston "Zlateh the Goat" – Singer, Isaac Bashevis **Drama** *Brian's Song* – Blinn, William *Inherit the Wind* – Lawrence, Jerome and Robert Lee *The Miracle Worker* – Gibson, William *The Mousetrap and Other Plays* – Christie, Agatha *Our Town* – Wilder, Thornton **Nonfiction** *Across America on an Emigrant Train* – Murphy, Jim *The American Revolutionaries* – Meltzer, Milton *Bound for America: Forced Migration of Africans* – Haskins, James *The Brooklyn Bridge: They Said It Couldn't be Built* – St. George, Judith *Cathedral: The Story of its Construction* – Macaulay, David *Digger: The Tragic Fate of*

The South Carolina Reading List is a suggested reading source for students and teachers. Check with your local district to see if there is a required reading list.

Selections from *The Collected Poems of John Ciardi* – Ciardi, John Selections from *Custard and Company* – Nash, Ogden	"The Legend of Sleepy Hollow" – Irving, Washington "The Night the Bed Fell"– Thurber, James "Raymond's Run" – Bambara, Toni Cade .	*the California Indians* – Stanley, Jerry *Farewell to Manzanar* – Houston, Jeanne Watkazuki
Girls Think of Everything: Stories of Ingenious Inventions by Women – Thimmesh, Catherine *The Great Fire* – Murphy, Jim *Hiroshima* – Hersey, John *History of Women in Science for Young People* – Epstein, Vivian *How the Future Began: Communications* – Wilson, Anthony *The I Hate Mathematics! Book* – Burns, Marilyn *Kennedy Assassinated! The World Mourns* – Hampton, William *Living Up the Street* – Soto, Gary *A Night to Remember* – Lord, Walter *Orphan Train Rider* – Warren, Andrea *Rosie the Riveter: Women Working on the Homefront in World War II*– Colman, Penny *Safari Beneath the Sea: The Wonder of the Pacific Northwest* – Swanson, Diane *Space Station Science: Life in Free Fall* – Dyson, Marianne *The Way Things Work* – Macaulay, David *When Justice Failed: The Fred Korematsu Story* – Chin, Steven A. **Biography / Autobiography**	*Amelia Earhart: Courage in the Sky*– Kerby, Mona *The Story of Thomas Alva Edison* – Cousins, Margaret *Zlata's Diary: A Child's Life in Sarajevo* – Filipovic, Zlata *The Diary of a Young Girl* Frank, Anne *Benjamin Franklin: The New American* – Meltzer, Milton *Homesick: My Own Story* Fritz, Jean *The Children of Willesden Lane: Beyond the Kindertransport* – Golabek, Mona and Lee Cohen *My Life with the Chimpanzees* – Goodall, Jane *All Creatures Great and Small* – Herriot, James *Thomas Jefferson: The Revolutionary Aristocrat* – Meltzer, Milton *On the Court with Michael Jordan* – Christopher, Matt *Lives of the Writers* – Krull, Kathleen *Eleanor Roosevelt: A Life of Discovery* – Freedman, Russell *Bully for You, Teddy Roosevelt* – Fritz, Jean *Sojourner Truth: Ain't I a Woman?* – McKissack, Patricia	

The South Carolina Reading List is a suggested reading source for students and teachers. Check with your local district to see if there is a required reading list.

King of the World: Muhammed Ali and the Rise of an American Hero– Remnick, David *The Life and Death of Crazy Horse* – Freedman, Russell	*Leonardo da Vinci: Artist, Inventor, and Scientist of the Renaissance* – Romei, Francesca *Ryan White: My Own Story* – White, Ryan	

South Carolina Suggested Reading List
High School
Adapted from the state of Indiana

Designed as a companion piece to South Carolina's Academic Standards in English/Language Arts, the following selections of the South Carolina Reading List illustrate the quality and complexity of the suggested reading materials for students in high school. The South Carolina Reading List is not required reading nor is it meant to be all-inclusive. Teachers and parents are encouraged to review the selections to ensure suitability for the individual student.

Fiction: Classic and Contemporary *The Adventures of Augie March* – Bellow, Saul *The Adventures of Huckleberry Finn* – Twain, Mark *The Age of Innocence* – Wharton, Edith *Animal Farm* – Orwell, George *The Assistant* – Malamud, Bernard *Autobiography of Miss Jane Pittman* – Gaines, Ernest J. *The Bean Trees* – Kingsolver, Barbara *Bless Me, Ultima* – Anaya, Rudolfo *Buried Onions* – Soto, Gary *Catcher in the Rye* – Salinger, J.D. *Ceremony* – Silko, Leslie Marmon *The Contender* –	*If Beale Street Could Talk*- Baldwin, James *In the Time of the Butterflies* - Alvarez, Julia *The Joy Luck Club* – Tan, Amy *Of Mice and Men* – Steinbeck, John *A Portrait of the Artist as a Young Man* – Joyce, James *Pride and Prejudice* – Austen, Jane *The Return of the Native* Hardy, Thomas *The Scarlet Letter* – Hawthorne, Nathaniel *Sense and Sensibility* – Austen, Jane *A Separate Peace* – Knowles, John *Shoeless Joe* – Kinsella, W. P. *Silas Marner* – Eliot, George *The Sound and the Fury*-	**Historical Fiction** *All Quiet on the Western Front* - Remarque, Erich Maria *Beyond the Burning Time* – Lasky, Kathryn *A Farewell to Arms* – Hemingway, Ernest *Freedom Road* – Fast, Howard *The Grapes of Wrath* – Steinbeck, John *The Jungle* – Sinclair, Upton *My Antonia* – Cather, Willa *The Red Badge of Courage*– Crane, Stephen *A Tale of Two Cities* – Dickens, Charles *This Strange New Feeling* – Lester, Julius **Science Fiction / Fantasy** *1984* – Orwell, George *2001: A Space Odyssey* – Clarke, Arthur C.

The South Carolina Reading List is a suggested reading source for students and teachers. Check with your local district to see if there is a required reading list.

Lipsyte, Robert *Davita's Harp* – Potok, Chaim *Frankenstein* – Shelley, Mary *The Great Gatsby* – Fitzgerald, F. Scott *House on Mango Street* – Cisneros, Sandra	Faulkner, William *Things Fall Apart* – Achebe, Chinua *To Kill a Mockingbird* – Lee, Harper *To the Lighthouse* – Woolf, Virginia *Typical American* – Jen, Gish	*Brave New World* – Huxley, Aldus *Fahrenheit 451* – Bradbury, Ray *Foundation* – Asimov, Issac *The Lord of the Rings* – Tolkien, J. R. R. *The Martian Chronicles* – Bradbury, Ray
Folklore / Fairy Tales / Mythology *The Acts of King Arthur and His Noble Knights* – Steinbeck, John *Beowulf* – author unknown *Greek Mythology* – Hamilton, Edith *The Iliad* – Homer *Le Morte D'Arthur* – Malory, Sir Thomas *Mules and Men* – Hurston, Zora Neale *North American Indian Mythology* – Burland, Cottie Arthur *The Odyssey* – Homer *The Once and Future King* White, T.H. *The Power of Myth* – Campbell, Joseph *Treasury of Irish Folklore*– Colum, Padriac (ed.) **Poetry** "The Bean Eaters" – Brooks, Gwendolyn *The Canterbury Tales* – Chaucer, Geoffrey "Chicago" – Sandburg, Carl Selections from *Collected Poems* – Eliot, T. S. Selections from *The Collected Poems* –	"I Wandered Lonely as a Cloud" – Wordsworth, William "In Memoriam" – Tennyson, Alfred Lord "One More Round" and "Human Family" – Angelou, Maya Selections from *Poems of Pablo Neruda* – Neruda, Pablo Selections from *The Poetical Works* – Shelley, Percy Bysshe Selections from *The Poetry of Robert Frost* – Frost, Robert "The Raven" and "Annabel Lee" – Poe, Edgar Allan "The Rime of the Ancient Mariner" – Coleridge, Samuel Taylor Selections from *Selected Poems of Langston Hughes*– Hughes, Langston Selections from *Sonnets* – Keats, John Selections from *Sonnets*– Shakespeare, William Selections from *Spoon River Anthology* – Masters, Edgar Lee "The Tiger" and "The Lamb" Blake, William **Short Stories** "Bartleby the Scrivner" –	"The Life You Save May Be Your Own"– O'Conner, Flannery "The Lottery" – Jackson, Shirley "The Red Convertible" – Erdich, Louise Selections from *Short Stories* – Chekov, Anton Selections from *Tales and Poems of Edgar Allan Poe* – Poe, Edgar Allan "Where Have You Been, Where Are You Going?" – Oates, Joyce Carol "The White Heron" – Jewett, Sarah Orne "Young Goodman Brown" – Hawthorne, Nathaniel **Drama** *Antigone* – Sophocles *The Crucible* – Miller, Arthur *Death of a Salesman* – Miller, Arthur *A Doll's House* – Ibsen, Henrik *The Glass Menagerie* – Williams, Tennessee *Hamlet* – Shakespeare, William *Julius Caesar* – Shakespeare, William *Macbeth* – Shakespeare, William *Oedipus Rex* – Sophocles *Pygmalion* –

The South Carolina Reading List is a suggested reading source for students and teachers. Check with your local district to see if there is a required reading list.

Plath, Sylvia *The Complete Poems of Emily Dickinson* – Dickinson, Emily "Easter 1916" and "Sailing to Byzantium" – Yeats, William Butler "I Hear America Singing" and "O Captain! My Captain!" – Whitman, Walt	Melville, Herman Selections from *The Best Short Stories* – Drieser, Theodore Selections from *The Collected Short Stories* – Welty, Eudora "The Egg" – Anderson, Sherwood "Gift of the Magi" – Henry, O.	Shaw, George Bernard *A Raisin in the Sun* – Hansberry, Lorraine *Romeo and Juliet* – Shakespeare, William *The Tempest* – Shakespeare, William *Twelve Angry Men* – Rose, Reginald *Waiting for Godot* – Beckett, Samuel
Essays and Speeches "Choice: A Tribute to Martin Luther King, Jr." – Walker, Alice "Day of Infamy" – Roosevelt, Franklin D. "Declaration of Independence" – Jefferson, Thomas "Floyd Patterson: The Essence of a Competitor" – Oates, Joyce Carol "The Gettysburg Address"– Lincoln, Abraham "House Divided" – Lincoln, Abraham "I Have a Dream" – King, Martin Luther, Jr. "I Will Fight No More Forever" – Chief Joseph Inaugural Address, 1961– Kennedy, John F. "Letter from Birmingham Jail" – King, Martin Luther, Jr. Nobel Prize Acceptance Speech, 1950– Faulkner, William "Self-Reliance" – Emerson, Ralph Waldo "Sharing the American Dream" – Powell, Colin Selections from *A Small Place* – Kincaid, Jamaica "Straw Into Gold" –	*Coming of Age in the Milky Way* – Ferris, Timothy *Connections* – Burke, James *Cosmos* – Sagan, Carl *Constitution of the United States of America: The Preamble* *The Creators* – Boorstin, Daniel *The Day the Universe Changed* – Burke, James *The Einstein Paradox and Other Mysteries Solved by Sherlock Holmes* – Bruce, Colin *Full Steam Ahead: The Race to Build the Transcontinental Railroad*- Blumberg, Rhoda *Her Story: Women Who Changed the World* – Ashby, Ruth (ed.) *A Hoosier Holiday* – Dreiser, Theodore *The Immense Journey* – Eisley, Loren *Lisa and David* – Rubin, Theodore *The Mathematical Tourist: Snapshots of Modern Mathematics*- Peterson, Ivars *The Mismeasure of Man* – Gould, Steven Jay *New Kids in Town: Oral*	*Riding the Rails: Teenagers on the Move During the Great Depression*– Uys, Errol Lincoln *Roots* – Haley, Alex *The Seven Habits of Highly Effective People* – Covey, Stephen *Silent Spring* – Carson, Rachel *Tell Them We Remember: Story of the Holocaust* – Bachrach, Susan D. *Thursday's Universe* – Bartusiak, Marcia *Time's Arrows* – Morris, Richard *To Be a Slave* – Lester, Julius *The World of Mathematics* – Newman, James **Biography / Autobiography** *Alexander Graham Bell: Making Connections* – Pasachoff, Naomi *John Wilkes Booth: A Sister's Memoir* – Clarke, Asia Booth *Out of Darkness: the Story of Louis Braille* – Freedman, Russell *The Childhood Story of Christy Brown* [previously *My Left Foot*] – Brown, Christy *Madame Curie* – Curie, Eve *Narrative of the Life of Frederick Douglass* –

The South Carolina Reading List is a suggested reading source for students and teachers. Check with your local district to see if there is a required reading list.

Cisneros, Sandra "We Will Never Surrender"– Churchill, Winston **Nonfiction** *Americans: The National Experience*- Boorstin, Daniel	*Histories of Immigrant Teens* – Bode, Janet *Now Is Your Time! The African American Struggle for Freedom* – Myers, Walter Dean	Douglass, Frederick *Barrio Boy* – Galarza, Ernesto *The Story of My Life* – Keller, Helen *The Woman Warrior* – Kingston, Maxine Hong *Winning Ways: A Photohistory of Women in Sports* – Macy, Sue

The South Carolina Reading List is a suggested reading source for students and teachers. Check with your local district to see if there is a required reading list.

Alignment of Indicator Concepts within Standards

Standard 1	The student will read and comprehend a variety of literary texts in print and nonprint formats**.**

Make predictions, draw conclusions, make inferences	
Grade / Course	**Indicator**
K	Use pictures and words to make predictions regarding a story read aloud.
1	Use pictures and words to make and revise predictions about a given literary text.
2	Analyze a given literary text to make, revise, and confirm predictions.
3	Analyze a given literary text to make, revise, and confirm predictions and draw conclusions.
4	Analyze literary texts to draw conclusions and make inferences.
5	Analyze literary texts to draw conclusions and make inferences.
6	Analyze literary texts to draw conclusions and make inferences.
7	Analyze literary texts to draw conclusions and make inferences.
8	Compare/contrast ideas within and across literary texts to make inferences.
E1	Compare/contrast ideas within and across literary texts to make inferences.
E2	Compare/contrast ideas within and across literary texts to make inferences.
E3	Compare/contrast ideas within and across literary texts to make inferences.
E4	Compare/contrast ideas within and across literary texts to make inferences.

Narration and Point of View	
Grade / Course	**Indicator**
K	Understand that a narrator tells the story.
1	Analyze a narrative text to determine the narrator.
2	Analyze the text to determine the narrator.
3	Analyze the text to determine first-person point of view.
4	Distinguish between first-person and third-person points of view.
5	Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.
6	Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.
7	Explain the effect of point of view on a given narrative text.
8	Explain the effect of point of view on a given literary text.
E1	Analyze the impact of point of view on literary texts.
E2	Analyze the impact of point of view on literary texts.
E3	Evaluate the impact of point of view on literary texts.
E4	Evaluate the impact of point of view on literary texts.

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Sound Devices and Figurative Language	
Grade / Course	**Indicator**
K	Find examples of sound devices (including onomatopoeia and alliteration) in texts read aloud.
1	Find an example of sound devices (including onomatopoeia and alliteration) in texts read aloud.
2	Find examples of figurative language (including simile) and sound devices (including onomatopoeia and alliteration).
3	Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
4	Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
5	Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
6	Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
7	Interpret devices of figurative language (including extended metaphor and oxymoron).
8	Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).
E1	Interpret devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).
E2	Analyze devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).
E3	Evaluate devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).
E4	Evaluate devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).

Literary Elements (Character, setting, plot, theme)	
Grade / Course	**Indicator**
K	Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.
1	Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.
2	Analyze a narrative text to identify characters, setting, and plot.
3	Analyze the relationship among characters, setting, and plot in a given literary text.
4	Analyze the impact of characterization and conflict on plot.
5	Analyze literary texts to distinguish between direct and indirect characterization.
6	Analyze an author's development of characters, setting, and conflict in a given literary text.
7	• Analyze an author's development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text. • Analyze a given literary text to determine its theme.
8	Analyze a given literary text to determine its theme.
E1	Analyze the relationship among character, plot, conflict, and theme in a given literary text.
E2	Analyze the relationship among character, plot, conflict, and theme in a given literary text.
E3	Evaluate the relationship among character, plot, conflict, and theme in a given literary text.
E4	Evaluate the relationship among character, plot, conflict, and theme in a given literary text.

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Author's Craft	
Grade / Course	**Indicator**
K	Discuss how the author's choice of words affects the meaning of the text (for example, *yell* rather than *said*).
1	Explain how elements of author's craft (for example, word choice) affect the meaning of a given literary text.
2	Explain the effect of the author's craft, (for example, word choice and the use of repetition) on the meaning of a given literary text.
3	Analyze the effect of the author's craft, (for example, word choice and sentence structure) on the meaning of a given literary text.
4	Interpret the effect of the author's craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts.
5	Interpret the effect of the author's craft (for example, tone, figurative language, dialogue, and imagery) on the meaning of literary texts.
6	Interpret the effect of the author's craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts.
7	Interpret the effect of an author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, and irony) on the meaning of literary texts.
8	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E1	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E2	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E3	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts.
E4	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts.

Responding to Literary Texts	
Grade / Course	**Indicator**
K	Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
1	Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
2	Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
3	Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
4	Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
5	Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
6	Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
7	Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
8	Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
E1	Create responses to literary texts through a variety of methods (for example, written works,

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	oral and auditory presentations, discussions, media productions, and the visual and performing arts).
E2	Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
E3	Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
E4	Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).

Independent Reading	
Grade / Course	**Indicator**
K	Read independently for pleasure.
1	Read independently for extended periods of time for pleasure.
2	Read independently for extended periods of time for pleasure.
3	Read independently for extended periods of time for pleasure.
4	Read independently for extended periods of time for pleasure.
5	Read independently for extended periods of time for pleasure.
6	Read independently for extended periods of time for pleasure.
7	Read independently for extended periods of time for pleasure.
8	Read independently for extended periods of time for pleasure.
E1	Read independently for extended periods of time for pleasure.
E2	Read independently for extended periods of time for pleasure.
E3	Read independently for extended periods of time for pleasure.
E4	Read independently for extended periods of time for pleasure.

Details and Main Idea	
Grade / Course	**Indicator**
K	• Summarize the main idea and details from literary texts read aloud. • Use relevant details in summarizing stories read aloud.
1	• Summarize the main idea and supporting evidence in literary text during classroom discussion. • Use relevant details in summarizing stories read aloud.
2	Analyze the details that support the expression of the main idea in a given literary text.
3	• Summarize evidence that supports the main ideas of a given literary text. • Analyze the details that support the expression of the main idea in a given literary text.
4	Analyze the details that support the expression of the main idea in a given literary text.
5	Analyze the details that support the expression of the main idea in a given literary text.
6	Compare/contrast main ideas within and across literary texts.
7	***No indicator at this grade level.***
8	***No indicator at this grade level.***
E1	***No indicator at this grade level.***
E2	***No indicator at this grade level.***
E3	***No indicator at this grade level.***
E4	***No indicator at this grade level.***

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Characteristics of Texts	
Grade / Course	**Indicator**
K	Recall the characteristics of fantasy.
1	Classify a text as either fiction or nonfiction.
2	• Classify works of fiction (including fables, tall tales, and folktales) by characteristics. • Classify works of nonfiction (including biographies) by characteristics.
3	• Classify works of fiction (including fables, tall tales, and folktales) by characteristics. • Classify works of nonfiction (including biographies) by characteristics.
4	Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies and personal essays) by characteristics.
5	Analyze types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays) by characteristics.
6	Analyze types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays) by characteristics.
7	Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).
8	Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).
E1	Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).
E2	Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).
E3	Evaluate an author's use of genre to convey theme.
E4	Evaluate an author's use of genre to convey theme.

Characteristics of Poetry and Drama	
Grade / Course	**Indicator**
K	***No indicator at this grade level.***
1	***No indicator at this grade level.***
2	***No indicator at this grade level.***
3	Recognize the characteristics of poetry (including stanza, rhyme, and repetition).
4	Recognize the characteristics of poetry (including stanza, rhyme, and repetition).
5	Understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain).
6	Understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain) and drama (including stage directions and the use of monologues).
7	***No indicator at this grade level.***
8	***No indicator at this grade level.***
E1	***No indicator at this grade level.***
E2	***No indicator at this grade level.***
E3	***No indicator at this grade level.***
E4	***No indicator at this grade level.***

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Cause and Effect	
Grade / Course	**Indicator**
K	Explain the cause of an event described in stories read aloud.
1	Explain cause-and-effect relationships presented in literary text.
2	Explain cause-and-effect relationships in literary texts.
3	Analyze cause-and-effect relationships in literary texts.
4	Analyze cause-and-effect relationships in literary texts.
5	Predict events in literary texts on the basis of cause-and-effect relationships.
6	Predict events in literary texts on the basis of cause-and-effect relationships.
7	***No indicator at this grade level.***
8	***No indicator at this grade level.***
E1	***No indicator at this grade level.***
E2	***No indicator at this grade level.***
E3	***No indicator at this grade level.***
E4	***No indicator at this grade level.***

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Standard 2	The student will read and comprehend a variety of informational texts in print and nonprint formats.

Central Idea and Thesis Details and Supporting Evidence	
Grade / Course	**Indicator**
K	Summarize the central idea and details from informational texts read aloud.
1	Summarize the central idea and supporting evidence in an informational text during classroom discussion.
2	Analyze the central idea and supporting evidence in an informational text during classroom discussion.
3	Summarize evidence that supports the central idea of a given informational text.
4	Summarize evidence that supports the central idea of a given informational text.
5	Summarize the central idea and supporting evidence of a given informational text.
6	Analyze central ideas within and across informational texts.
7	Analyze central ideas within and across informational texts.
8	Compare/contrast central ideas within and across informational texts.
E1	Compare/contrast theses within and across informational texts.
E2	Compare/contrast theses within and across informational texts.
E3	Evaluate theses within and across informational texts.
E4	Evaluate theses within and across informational texts.

Drawing Conclusions and Making Inferences	
Grade / Course	**Indicator**
K	Analyze texts during classroom discussions to make inferences.
1	Analyze informational texts to draw conclusions and make inferences during classroom discussions
2	Analyze informational texts to draw conclusions and make inferences during classroom discussions.
3	Analyze informational texts to draw conclusions and make inferences.
4	Analyze informational texts to draw conclusions and make inferences.
5	Analyze informational texts to draw conclusions and make inferences.
6	Analyze informational texts to draw conclusions and make inferences.
7	Analyze information within and across texts to draw conclusions and make inferences.
8	Compare/contrast information within and across texts to draw conclusions and make inferences.
E1	Compare/contrast information within and across texts to draw conclusions and make inferences.
E2	Compare/contrast information within and across texts to draw conclusions and make inferences.
E3	Compare/contrast information within and across texts to draw conclusions and make inferences
E4	Compare/contrast information within and across texts to draw conclusions and make inferences.

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Author's Bias (Fact and Opinion; Propaganda Techniques)	
Grade / Course	**Indicator**
K	Find facts in texts read aloud.
1	Distinguish between facts and opinions.
2	Distinguish between facts and opinions in informational texts.
3	Distinguish between facts and opinions in informational texts.
4	Analyze informational texts to locate and identify facts and opinions.
5	Analyze a given text to detect author bias (for example, unsupported opinions).
6	• Summarize author bias based on the omission of relevant facts and statements of unsupported opinions). • Identify propaganda techniques (including testimonials and bandwagon) in informational texts.
7	• Identify author bias (for example, word choice and the exclusion and inclusion of particular information). • Identify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.
8	• Analyze informational texts for author bias (for example, word choice and the exclusion and inclusion of particular information). • Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.
E1	• Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions). • Analyze propaganda techniques in informational texts.
E2	• Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion). • Analyze propaganda techniques in informational texts.
E3	• Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion). • Evaluate propaganda techniques and rhetorical devices in informational texts.
E4	• Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion). • Evaluate propaganda techniques and rhetorical devices in informational texts.

Responding to Informational Texts	
Grade / Course	**Indicator**
K	Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
1	Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
2	Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
3	Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
4	Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
5	Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
6	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
7	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media

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	productions).
8	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
E1	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
E2	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
E3	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
E4	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).

Independent Reading	
Grade / Course	**Indicator**
K	Read independently to gain information.
1	Read independently for extended periods of time to gain information.
2	Read independently for extended periods of time to gain information.
3	Read independently for extended periods of time to gain information.
4	Read independently for extended periods of time to gain information.
5	Read independently for extended periods of time to gain information.
6	Read independently for extended periods of time to gain information.
7	Read independently for extended periods of time to gain information.
8	Read independently for extended periods of time to gain information.
E1	Read independently for extended periods of time to gain information.
E2	Read independently for extended periods of time to gain information.
E3	Read independently for extended periods of time to gain information.
E4	Read independently for extended periods of time to gain information.

Text Elements (Headings, print styles, subheadings, captions, chapter headings, white space)	
Grade / Course	**Indicator**
K	Understand that headings and print styles (for example, italics, bold, larger type) provide information to the reader.
1	Understand that headings, subheadings, and print styles (for example, italics, bold, larger type) provide information to the reader.
2	Use headings, subheadings, and print styles (for example, italics, bold, larger type) to gain information.
3	Use headings, subheadings, print styles, captions, and chapter headings to gain information.
4	Use headings, subheadings, print styles, white space, captions, and chapter headings to gain information.
5	Use titles, print styles, chapter headings, captions, subheadings, and white space to gain information.
6	Interpret information that text elements (for example, print styles and chapter headings) provide to the reader.
7	Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.

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8	Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.
E1	Analyze the impact that text elements have on the meaning of a given informational text.
E2	Analyze the impact that text elements have on the meaning of a given informational text.
E3	Evaluate the impact that text elements have on the meaning of a given informational text.
E4	Evaluate the impact that text elements have on the meaning of a given informational text.

Graphic Features in Text (Illustrations, graphs, charts, maps, diagrams, graphic organizers)	
Grade / Course	**Indicator**
K	Understand graphic features (for example, illustrations and graphs).
1	Use graphic features (for example, illustrations, graphs, charts, and maps) as sources of information.
2	Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information.
3	Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.
4	Use graphic features (for example, illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.
5	Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.
6	Interpret information from graphic features (for example, illustrations, graphs, charts, maps, diagrams, and graphic organizers).
7	Analyze information from graphic features (for example, charts and graphs) in informational texts.
8	Analyze information from graphic features (for example, charts and graphs) in informational texts.
E1	Analyze information from graphic features (for example, charts and graphs) in informational texts.
E2	Analyze information from graphic features (for example, charts and graphs) in informational texts.
E3	Evaluate information from graphic features (for example, charts and graphs) in informational texts.
E4	Evaluate information from graphic features (for example, charts and graphs) in informational texts.

Text Features (Tables of contents, glossaries, indexes, appendixes)	
Grade / Course	**Indicator**
K	Recognize tables of contents.
1	Use functional text features (including tables of contents).
2	Use functional text features (including tables of contents and glossaries) as sources of information.
3	Use functional text features (including tables of contents, glossaries, and indexes) as sources of information.
4	Use functional text features (including tables of contents, glossaries, indexes, and appendixes) as sources of information.
5	Use functional text features (including tables of contents, glossaries, indexes, and appendixes).
6	Interpret information from functional text features (for example, tables of contents and glossaries).
7	***No indicator at this grade level.***

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8	***No indicator at this grade level.***
E1	***No indicator at this grade level.***
E2	***No indicator at this grade level.***
E3	***No indicator at this grade level.***
E4	***No indicator at this grade level.***

Cause and Effect Relationships	
Grade / Course	**Indicator**
K	Explain the cause of an event described in a text read aloud.
1	Explain cause-and-effect relationships in informational texts.
2	Explain cause-and-effect relationships presented in informational texts.
3	Analyze informational texts to identify cause-and-effect relationships.
4	Analyze informational texts to identify cause-and-effect relationships.
5	Predict events in informational texts on the basis of cause-and-effect relationships.
6	Predict events in informational texts on the basis of cause-and-effect relationships.
7	***No indicator at this grade level.***
8	***No indicator at this grade level.***
E1	***No indicator at this grade level.***
E2	***No indicator at this grade level.***
E3	***No indicator at this grade level.***
E4	***No indicator at this grade level.***

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Standard 3
The student will learn to read by applying appropriate skills and strategies. (Grades K and 1)

The student will use word analysis and vocabulary strategies to read fluently. (Grades 2—E4)

Context Clues	
Grade / Course	**Indicator**
K	*see Oral Language and Vocabulary Development*
1	*see Oral Language and Vocabulary Development*
2	Use context clues to determine the meaning of unfamiliar words.
3	Generate the meaning of unfamiliar and multiple-meaning words by using context clues.
4	Generate the meaning of unfamiliar and multiple-meaning words by using context clues (for example, those that provide an example or a definition).
5	Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.
6	Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.
7	Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.
8	Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.
E1	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E2	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E3	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E4	Use context clues to determine the meaning of technical terms and other unfamiliar words.

Base Words and Affixes Greek and Latin Roots and Affixes	
Grade / Course	**Indicator**
K	*see Oral Language and Vocabulary Development*
1	*see Oral Language and Vocabulary Development*
2	Construct meaning through a knowledge of base words, prefixes (including *un-, re-, pre-, bi-, mis-, dis-*) and suffixes (including *-er, -est, -ful*) in context.
3	Use base words and affixes to determine the meanings of words.
4	Use base words and affixes to determine the meanings of words.
5	Use base words and affixes to determine the meanings of words within texts.
6	Analyze the meaning of words by using Greek and Latin roots and affixes within texts.
7	Analyze the meaning of words by using Greek and Latin roots and affixes within texts.
8	Analyze the meaning of words by using Greek and Latin roots and affixes within texts.
E1	Analyze the meaning of words by using Greek and Latin roots and affixes.
E2	Analyze the meaning of words by using Greek and Latin roots and affixes.
E3	Analyze the meaning of words by using Greek and Latin roots and affixes.
E4	Analyze the meaning of words by using Greek and Latin roots and affixes.

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Idioms and Euphemisms	
Grade / Course	**Indicator**
K	***No indicator at this grade level.***
1	***No indicator at this grade level.***
2	***No indicator at this grade level.***
3	Interpret the meaning of idioms encountered in texts.
4	Interpret the meaning of idioms encountered in texts.
5	Interpret the meaning of idioms and euphemisms encountered in texts.
6	Interpret the meaning of idioms and euphemisms encountered in texts.
7	Interpret the meaning of idioms and euphemisms encountered in texts.
8	Interpret the meaning of idioms and euphemisms encountered in texts.
E1	***No indicator at this grade level.***
E2	***No indicator at this grade level.***
E3	***No indicator at this grade level.***
E4	***No indicator at this grade level.***

Denotation and Connotation of Words	
Grade / Course	**Indicator**
K	***No indicator at this grade level.***
1	***No indicator at this grade level.***
2	***No indicator at this grade level.***
3	***No indicator at this grade level.***
4	***No indicator at this grade level.***
5	***No indicator at this grade level.***
6	Distinguish between the denotation and the connotation of a given word.
7	Interpret the connotations of words to understand the meaning of a given text.
8	Interpret the connotations of words to understand the meaning of a given text.
E1	Interpret euphemisms and connotations of words to understand the meaning of a given text.
E2	Interpret euphemisms and connotations of words to understand the meaning of a given text.
E3	Explain how American history and culture have influenced the use and development of the English language.
E4	Explain how British history and culture have influenced the use and development of the English language.

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Spelling	
Grade / Course	**Indicator**
K	***No indicator at this grade level.***
1	***No indicator at this grade level.***
2	Spell high frequency words.
3	Spell high frequency words. Spell correctly • words that have blends, • contractions, • compound words, • orthographic patterns (for example, *qu*, consonant doubling, changing the ending of a word fro *–y* to *–ies* when forming the plural), • common homophones (for example *hair*/*hare*).
4	Spell correctly • words with suffixes and prefixes and • multisyllabic words.
5	Spell correctly • multisyllabic constructions, • double consonant patterns, and • irregular vowel patterns in multisyllabic words.
6	Spell new words using Greek and Latin roots and affixes.
7	Spell new words using Greek and Latin roots and affixes.
8	Spell new words using Greek and Latin roots and affixes.
E1	Spell new words using Greek and Latin roots and affixes.
E2	Spell new words using Greek and Latin roots and affixes.
E3	Spell new words using Greek and Latin roots and affixes.
E4	Spell new words using Greek and Latin roots and affixes.

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The following classifications of concepts in the areas of oral language development and vocabulary acquisition, fluency, phonemic awareness, phonics, oral language acquisition and comprehension development, and concepts about prints apply only to grades K-3 as indicated.

Oral Language Development and Vocabulary Acquisition	
Grade / Course	**Indicator**
K	• Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media). • Create a different form of a familiar word by adding an *–s* or *–ing* ending. • Use pictures and context to construct the meaning of unfamiliar words in texts read aloud. • Recognize high-frequency words. • Understand that multiple small words can make compound words.
1	• Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media). • Identify base words and their inflectional endings (including *–s*, *-es*, *-ing*, *-ed*, *-er*, -and *–est*. • Use pictures, context, and letter-sound relationships to read unfamiliar words. • Recognize high-frequency words encountered in texts. • Understand the relationship between two or more words (including synonyms, antonyms, and homonyms). • Use structural analysis to determine the meaning of compound words and contractions.
2	• Recognize high-frequency words in context. • Recognize synonyms, antonyms, and homonyms in context. • Use a knowledge of individual words to determine the meaning of compound words.
3	• Read high-frequency words in texts. • Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).

Fluency	
Grade / Course	**Indicator**
K	• Use oral rhymes, poems, and songs to build fluency. • Use appropriate voice level when speaking.
1	• Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently. • Use appropriate voice level and intonation when speaking and reading aloud.
2	• Use appropriate rate, word automaticity, phrasing, and expression to read fluently.

Phonemic Awareness	
Grade / Course	**Indicator**
K	• Use beginning sounds, ending sounds, and onsets and rimes to generate words orally. • Create rhyming words in response to an oral prompt. • Create words by orally adding, deleting, or changing sounds. • Use blending to generate words orally.
1	• Create rhyming words in response to an oral prompt. • Create words by orally adding, deleting, or changing sounds. • Use blending to generate words orally.

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Phonics	
Grade / Course	**Indicator**
K	• Identify beginning and ending sounds in words. • Classify words by categories (for example, beginning and ending sounds. • Match consonant and short-vowel sounds to the appropriate letters. • Recognize uppercase and lowercase letters and their order in the alphabet. • Use blending to begin reading words. • Begin to spell high-frequency words. • Use letters and relationships to sounds to write words.
1	• Use onsets and rimes to decode and generate words. • Use knowledge of letter names and their corresponding sounds to spell words independently. • Organize a series of words by alphabetizing to the first letter. • Classify words by categories (for example, beginning and ending sounds). • Identify beginning, middle, and ending sounds in single-syllable words. • Use blending to read. • Spell three- and four-letter short-vowel words and high-frequency words correctly. • Use known words to spell new words.
2	• Use a knowledge of spelling patterns and high-frequency words to read fluently. • Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes). • Spell frequently used irregular words correctly (for example, *was*, *were*, *says*, *said*, *who*, *what*, *why*). • Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly. • Apply a knowledge of alphabetizing a series of words to the second and third letters.

Oral Language Acquisition and Comprehension Development	
Grade / Course	**Indicator**
K	• Use prior knowledge and life experiences to construct meaning from texts. • Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.
1	• Use pictures and words to construct meaning. • Recognize environmental print (for example, signs in the school, road signs, restaurant and store signs, and logos).

Concepts About Print	
Grade / Course	**Indicator**
K	• Distinguish between letters and words. • Know the parts of a book (including the front and back covers, the title, and the author's name). • Carry out left-to-right and top-to-bottom directionality on the printed page.
1	• Know the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator). • Carry out left-to-right, top-to-bottom, and return-sweep directionality on the printed page • Distinguish among letters, words, and sentences.

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Standard 4	The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Generating and Organizing Ideas (Prewriting)	
Grade / Course	**Indicator**
K	Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures.
1	Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures.
2	Generate ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).
3	Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).
4	Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).
5	Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).
6	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
7	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
8	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E2	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E3	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E4	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

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Sentence Structure and Variety	
Grade / Course	**Indicator**
K	Generate complete sentences orally.
1	Use simple sentences in writing.
2	Use complete sentences (including simple sentences with compound subjects and predicates) in writing.
3	Use complete sentences (including compound sentences) in writing.
4	Use complete sentences in a variety of types (including simple and compound sentences) in writing.
5	Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.
6	Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.
7	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
8	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E1	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E2	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E3	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E4	Use complete sentences in a variety of types (for example, simple, compound, complex, and compound-complex).

Organizing Writing	
Grade / Course	**Indicator**
K	Use pictures, letters, or words to tell a story from beginning to end.
1	Use pictures, letters, or words to tell a story from beginning to end.
2	Create a paragraph that follows a logical sequence (including a beginning, middle, and end) and uses transitional words.
3	Create paragraphs that include a topic sentence with supporting details and logical transitions.
4	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
5	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
6	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
7	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
8	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
E1	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E2	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E3	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E4	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).

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Using Conventions of Grammar	
Grade / Course	**Indicator**
K	Understand that a person's name is a proper noun.
1	Use grammatical conventions of written Standard American English including • personal pronouns, • common and proper nouns, • singular and plural noun, and • conjunctions (*and*, *but*, *or*).
2	Use grammatical conventions of written Standard American English including • personal pronouns, • common and proper nouns, and • singular and plural nouns.
3	Use grammatical conventions of written Standard American English including • comparative and superlative adjectives (good, better, best); • prepositional phrases; • conjunctions (*because, since, yet,* and *until)*; and • nominative and objective case pronouns.
4	Use grammatical conventions of written Standard American English including • subject-verb agreement; • past, present, and future verb tenses; • conjunctions (*although, while, neither*, and *nor)*; • adverbs of time, place, manner, and degree; and • pronoun-antecedent agreement.
5	Use grammatical conventions of written Standard American English including • irregular comparative and superlative adjectives, • irregular adverbs, • interjections, • past participles of commonly misused verbs, and • subject-verb and pronoun-antecedent agreement with collective nouns.
6	Use grammatical conventions of written Standard American English including • main and subordinate clauses, • indefinite pronouns, • pronoun-antecedent agreement, and • consistent verb tenses.
7	Use grammatical conventions of written Standard American English including the reinforcement of conventions previously taught.
8	Use grammatical conventions of written Standard American English including the reinforcement of conventions previously taught.
E1	Use grammatical conventions of written Standard American English including the reinforcement of conventions previously taught).
E2	Use grammatical conventions of written Standard American English including the reinforcement of conventions previously taught.
E3	• Use grammatical conventions of written Standard American English including reinforcing those previously taught. • Use the conventions of written Standard American English to clarify and enhance meaning including • internal and end of sentence punctuation, • commas to indicate appositives, • word placement to avoid ambiguity, • appropriate coordination and subordination, • relationship between/among clauses, • placement of modifiers, and • shifts in construction.
E4	• Use grammatical conventions of written Standard American English including reinforcing those previously taught. • Use the conventions of written Standard American English to clarify and enhance meaning

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	including • internal and end of sentence punctuation, • commas to indicate appositives, • word placement to avoid ambiguity, • appropriate coordination and subordination, • relationship between/among clauses, • placement of modifiers, and • shifts in construction.

Proofreading Mechanics	
Grade / Course	**Indicator**
K	• Edit writing with teacher support. • Use letters and relationships to sounds to write words. • Identify sounds orally by segmenting words. • Begin to spell high-frequency words.
1	Edit for the correct use of written Standard American English including • capitalization o first word of a sentence o names of people o pronoun *I* • punctuation o periods o exclamation points o question marks • spelling o high-frequency words o three- and four-letter short-vowel words Identify sounds orally and in writing by segmenting words.
2	Edit for the correct use of written Standard American English including • capitalization o proper nouns o initials of a person's name o courtesy titles (Mr., Ms.) o days of the week o months of the year o titles of books, poems, and songs • punctuation o apostrophes in contractions o commas in a series o commas in dates o quotation marks to show someone is speaking • spelling o words that do not fit a regular spelling patterns (for example, *was*, *were*, *says*, *said*) o high-frequency words o basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns
3	Edit for the correct use of written Standard American English including • capitalization o geographic names o holidays o historical and special events • punctuation o commas in addresses o commas in the greeting and closing in letters o commas in compound sentences o apostrophes in contractions and possessive nouns

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	o periods in abbreviations o indention of paragraphs • spelling o misused homonyms o high-frequency multi-syllabic words o words that have blends o contractions o compound words o orthographic patterns (for example, *qu*, consonant doubling, changing the ending of a word from *–y* to *–ies* when forming the plural)
4	Edit for the correct use of written Standard American English including • capitalization o titles of works of art o titles of magazines and newspapers o brand names o proper adjectives o names of organizations • punctuation o quotation marks to indicate direct quotations or dialogue o quotation marks to indicate the titles of works (for example, articles, reports, chapters, and other short pieces published *within* separately published works); o between main clauses o underlining or italics to indicate the titles of separately published works (for example, books and magazines) • spelling o base words with suffixes and prefixes o multisyllabic words
5	Edit for the correct use of written Standard American English including • capitalization o ethnic groups o national groups o established religions and languages • punctuation o colons o hyphens • spelling o commonly confused words o multisyllabic constructions o double consonant patterns o irregular vowel patterns in multisyllabic words
6	Edit for the correct use of Standard American English including • punctuation o semicolon o commas to enclose appositives o commas to separate introductory clauses and phrases Spell correctly using Standards American English.
7	Edit for the correct use of written Standard American English including • ellipses and • parentheses. Spell correctly using Standard American English.
8	Edit for the correct use of written Standard American English including • ellipses and • parenthesis. Spell correctly using Standard American English.
E1	Edit written pieces for the correct use of written Standard American English including • subject-verb agreement, • pronoun-antecedent agreement,

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	• agreement of nouns and their modifiers, • verb formation, • pronoun case, • formation of comparative and superlative adjectives and adverbs, and • idiomatic usage, and • correct spelling.
E2	Edit written pieces for the correct use of written Standard American English including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formation of comparative and superlative adjectives and adverbs, and • idiomatic usage, and • correct spelling.
E3	Edit written pieces for the correct use of written Standard American English including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formation of comparative and superlative adjectives and adverbs, and • idiomatic usage, and • correct spelling.
E4	Edit written pieces for the correct use of written Standard American English including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formation of comparative and superlative adjectives and adverbs, and • idiomatic usage, and • correct spelling.

Revising Writing	
Grade / Course	**Indicator**
K	Revise writing with teacher support.
1	Revise for word choice and simple sentence structure in written works.
2	Revise the organization and development of content and the quality of voice in written works.
3	Revise the organization and development of content and the quality of voice in written works.
4	Use revision strategies to improve the organization and development of content and the quality of voice in written works.
5	Use revision strategies to improve the organization and development of content and the quality of voice in written works.
6	Revise writing to improve clarity, tone, voice, and the development of ideas.
7	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
8	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E1	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E2	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E3	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E4	Revise writing to improve clarity, tone, voice, content, and the development of ideas.

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Handwriting/Letter Formation	
Grade/ Course	**Indicator**
K	• Use appropriate letter formation when printing. • Use uppercase and lowercase letters.
1	• Use appropriate spacing between words. • Use appropriate word formation by writing from left to right the letters that spell a word.
2	• Use appropriate spacing between words when writing on a page. • Use correct letter formation when using manuscript or cursive writing.
3	Use correct letter formation when using manuscript and cursive writing.
4	***No indicator at this grade level.***
5	***No indicator at this grade level.***
6	***No indicator at this grade level.***
7	***No indicator at this grade level.***
8	***No indicator at this grade level.***
E1	***No indicator at this grade level.***
E2	***No indicator at this grade level.***
E3	***No indicator at this grade level.***
E4	***No indicator at this grade level.***

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Standard 5	The student will write for a variety of audiences and purposes.

Informational Writing	
Grade / Course	**Indicator**
K	Use symbols (drawings, letters, and words) to create written communications (for example notes, messages, and lists) for a specific audience.
1	Create written communications (for example, thank you notes) for a specific audience.
2	Create written communications (for example, directions and instructions) to inform a specific audience.
3	Create written communications (for example, friendly letters that include a greeting, body, closing, and signature and invitations that include the time, date, and place of the event).
4	Create informational pieces (for example, postcards, flyers, letters, and e-mails) that use language appropriate for the specific audience.
5	Create informational pieces (for example, book reviews and newsletter articles) that use language appropriate for the specific audience.
6	Create informational pieces (for example, brochures, pamphlets, and reports) that use language appropriate for the specific audience.
7	Create informational pieces (for example, books, movies, product reviews, and news reports) that use language appropriate for a specific audience.
8	Create informational pieces (for example, reports and letters of request, inquiry, or complaint) that use language appropriate for the specific audience.
E1	• Create informational pieces (for example, letters of request, inquiry, or complaint) that use language appropriate for the specific audience. • Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for purpose and audience.
E2	• Create informational pieces (for example, résumés, memos, letters of request, inquiry, or complaint) that use language appropriate for the specific audience. • Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for purpose and audience.
E3	• Create informational pieces (for example, résumés, memos, letters of request, inquiry, or complaint) that use language appropriate for the specific audience. • Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for purpose and audience. • Compose effective pieces of writing to respond to prompts in “on-demand” situations.
E4	• Create clear and concise career-oriented and technical writings (for example, memos, business letters, résumés, technical reports, and information analyses). • Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for purpose and audience. • Compose effective pieces of writing to respond to prompts in “on-demand” situations.

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	Narrative Writing
Grade / Course	**Indicator**
K	Use symbols (drawings, letters, and words) to create narratives (for example, stories and journal entries) about people, places, or things.
1	Create narratives (for example, stories and journal entries) about people, places, actions, or things.
2	Create narratives (for example, stories and journal entries) that follow a logical sequence of events.
3	Create narratives that include characters and setting and follow a logical sequence.
4	Create narratives containing details and a sequence of events that develop a plot.
5	Create narratives that have a fully developed plot and a consistent point of view.
6	Create narratives that have a fully developed plot and a consistent point of view.
7	Create narratives (for example, personal essays or narrative poems) that communicate the significance of an issue of importance and use language appropriate for the purpose and the audience.
8	Create narratives (for example, memoirs) that communicate the significance of particular personal relationships.
E1	Create narratives (for example, personal essays, memoirs, or narrative poems) that use descriptive language to create tone and mood.
E2	Create narrative pieces (for example, personal essays, memoirs, and narrative poems) that use figurative language and word choice to create tone and mood.
E3	Create narrative pieces (for example, personal essays, memoirs, and narrative poems) that use figurative language and word choice to create tone and mood.
E4	Create narratives (for example, personal essays, memoirs, and narrative poems) that use descriptive language to enhance voice and tone.

Descriptive Writing	
Grade / Course	**Indicator**
K	Use symbols (drawings, letters, and words) to create descriptions of personal experiences, people, places, or things.
1	Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.
2	Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.
3	Create written descriptions about people, places, or events.
4	Create written descriptions using language that appeals to the readers' senses.
5	Create written descriptions using precise language and vivid details.
6	Create written descriptions using precise language and vivid details.
7	Create descriptions for use in other modes of written works (for example, narrative, expository, or persuasive).
8	Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive).
E1	Create descriptions for use in other modes of written works (for example, narratives and expository, and persuasive).
E2	Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.
E3	Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.
E4	Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

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Writing to Entertain	
Grade / Course	**Indicator**
K	Use symbols (drawings, letters, and words) to create written pieces (for example, simple rhymes) to entertain others.
1	Create written pieces (for example, simple rhymes and poems) to entertain others.
2	Create written pieces (for example, rhymes, poems, and songs) to entertain others.
3	Create written pieces (for example, riddles or jokes to entertain others.
4	Create written pieces (for example, skits or plays) to entertain others.
5	Create written pieces (for example, picture books, comic books, and graphic novels) to entertain a specific audience.
6	***No indicator at this grade level.***
7	***No indicator at this grade level.***
8	***No indicator at this grade level.***
E1	***No indicator at this grade level.***
E2	***No indicator at this grade level.***
E3	***No indicator at this grade level.***
E4	***No indicator at this grade level /***

Persuasive Writing	
Grade / Course	**Indicator**
K	***No indicator at this grade level.***
1	***No indicator at this grade level.***
2	***No indicator at this grade level.***
3	***No indicator at this grade level.***
4	***No indicator at this grade level.***
5	***No indicator at this grade level.***
6	Create persuasive writings (for example, print advertisements and commercial scripts) that develop a central idea with supporting evidence and use language appropriate for the specific audience.
7	Create persuasive pieces (for example, letters to the editor or essays) that include a stated position with supporting evidence for a specific audience.
8	Create persuasive pieces (for example, editorials, essays, or speeches) that support a clearly stated position with concrete evidence.
E1	Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).
E2	Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and first-hand accounts).
E3	Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and first-hand accounts).
E4	Create persuasive writings (for example, editorials, essays, speeches, or reports) that address a specific audience and use logical arguments supported by facts or expert opinions.

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Standard 6	The student will access and use information from a variety of sources.

Developing Topics for Research	
Grade / Course	**Indicator**
K	Generate *how* and *why* questions about a topic of interest.
1	Generate *how* and *why* questions about a topic of interest.
2	Generate *how* and *why* questions about a topic of interest.
3	Generate a topic for inquiry.
4	Clarify and refine a research topic.
5	Clarify and refine a research topic.
6	Clarify and refine a research topic.
7	Clarify and refine a research topic.
8	Clarify and refine a research topic.
E1	Clarify and refine a research topic.
E2	Clarify and refine a research topic.
E3	Clarify and refine a research topic.
E4	Clarify and refine a research topic.

Using and Accessing Print and Nonprint Sources of Information	
Grade / Course	**Indicator**
K	Recognize that information can be found in print sources (for example, books, pictures, simple graphs, and charts) and nonprint media (for example, videos, television, films, radio, and the Internet).
1	• Use print sources of information (for example, books, newspapers, pictures, charts, and graphs) and nonprint media to access information. • Use the Internet with the aid of a teacher.
2	• Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint media to access information. • Use the Internet with the aid of a teacher.
3	• Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video, and television) to access information. • Use the Internet as a source of information.
4	• Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint media to access information. • Use the Internet as a source of information.
5	• Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint media to access information. • Use the Internet as a source of information.
6	Use a variety of print and electronic reference materials.
7	Use a variety of print and electronic reference materials.
8	Use a variety of print and electronic reference materials.
E1	Use a variety of print and electronic reference materials.
E2	Use a variety of print and electronic reference materials.
E3	Use a variety of print and electronic reference materials.
E4	Use a variety of print and electronic reference materials.

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Oral Communication and Vocabulary	
Grade / Course	**Indicator**
K	• Use complete sentences when orally communicating with others. • Follow one- and two-step oral directions.
1	• Use complete sentences when orally presenting information. • Follow one- and two-step oral directions.
2	• Use Standard American English when appropriate in conversations and discussions. • Follow multi-step directions.
3	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
5	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
6	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
7	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
8	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E1	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E2	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E3	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

Paraphrasing and Summarizing Information	
Grade / Course	**Indicator**
K	***No indicator at this grade level.***
1	***No indicator at this grade level.***
2	***No indicator at this grade level.***
3	Paraphrase research information accurately and meaningfully.
4	Paraphrase research information accurately and meaningfully.
5	Paraphrase research information accurately and meaningfully.
6	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, and visual works the information gathered from a variety of research sources.
7	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, and visual works the information gathered from a variety of research sources.
8	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, and visual works the information gathered from a variety of research sources.
E1	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, and visual works the information gathered from a variety of research sources.
E2	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, and visual works the information gathered from a variety of research sources.
E3	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, and visual works the information gathered from a variety of research sources.
E4	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, and visual works the information gathered from a variety of research sources.

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Visual Aids in Presentations	
Grade / Course	**Indicator**
K	***No indicator at this grade level.***
1	***No indicator at this grade level.***
2	***No indicator at this grade level.***
3	Use appropriate visual aids (for example, pictures, objects, and charts) to support oral presentations.
4	Select appropriate graphics, in print or electronic form, to support written works and oral presentations.
5	Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
6	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
7	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
8	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
E1	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
E2	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
E3	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
E4	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.

Documenting Sources of Information	
Grade / Course	**Indicator**
K	***No indicator at this grade level.***
1	***No indicator at this grade level.***
2	***No indicator at this grade level.***
3	***No indicator at this grade level.***
4	Create a list of sources that contains information (including the author and title of a publication) necessary to properly credit and document the work of others.
5	Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.
6	Use a standardized system of documentation (for example, a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
7	Use a standardized system of documentation (for example, a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
8	Use a standardized system of documentation (for example, a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E1	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E2	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E4	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

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Organizing Information for Presentations	
Grade / Course	**Indicator**
K	Classify information by constructing categories (for example, living and nonliving things).
1	Create categories (for example, plants and animals) to classify information.
2	Create categories (for example, solids and liquids) to classify information.
3	Organize information by classifying or sequencing.
4	Organize information by classifying or sequencing.
5	Use appropriate organizational strategies to prepare written works and oral and visual presentations.
6	Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.
7	Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.
8	Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.
E1	Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
E2	Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
E3	Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
E4	Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.

Developing Research Projects	
Grade / Course	**Indicator**
K	***No indicator at this grade level.***
1	***No indicator at this grade level.***
2	***No indicator at this grade level.***
3	***No indicator at this grade level.***
4	***No indicator at this grade level.***
5	***No indicator at this grade level.***
6	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.
7	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and selecting and organizing information.
8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and selecting and organizing information.
E1	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.
E2	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.
E3	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.
E4	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

DRAFT

Glossary

Terms in the glossary are defined as they relate to the content of this document. It is important to note that some terms may have several definitions or explanations.

Sources used in the formulation of definitions for this glossary include *A Dictionary of Reading and Related Terms,* edited by Theodore L. Harris and Richard E. Hodges (Newark, DE: International Reading Association, 1981); *The Literacy Dictionary: The Vocabulary of Reading and Writing,* edited by Theodore L. Harris and Richard E. Hodges (Newark, DE: International Reading Association, 1995); *NTC's Dictionary of Literary Terms*, by Kathleen Morner and Ralph Rausch (Lincolnwood, IL: National Textbook, 1991); and the Web site http://www.sourcewatch.org.

affix	A word element such as a prefix or suffix that functions only when it is attached to a **base word** (e.g., *re-* in *rename* and the *-ing* in *naming*).
alliteration	The repetition of the initial sounds or stressed syllables in neighboring words.
allusion	A brief reference to a historical, mythological, or literary person, place, thing, or event.
antonym	A word meaning the opposite of another word.
argument	The logical, systematic presentation of reasoning and supporting evidence that attempts to prove a statement or position.
audience	The specific person or group for whom a piece of writing, a spoken message, or a visual representation is intended.
author's craft	The specific techniques that an author chooses to relay an intended message (e.g., figurative language, **tone**, **flashback**, **imagery**, **irony**, **word choice**, and **dialogue**).
base word	A word to which **affixes** have been added to create related words (e.g., *group* in *regroup* or *grouping*).
bandwagon	*See* **propaganda**.
bias	A personal and largely unreasoned judgment either for or against a particular person, position, or thing; a prejudice.

card stacking	*See* **propaganda**.
central idea	The central thought or meaning. *See* **thesis**.
character	A figure in a literary work that either is a human being or possesses human qualities and is portrayed in human terms. There are four basic types of characters: • **dynamic**—one who changes in a significant way during the course of the story • **static**—one who remains the same throughout the story • **round**—one who is presented in a complex, three-dimensional portrait (Generally, major characters in works of fiction are presented as fully developed, or rounded personalities.) • **flat**—one who is presented as having a single trait
characterization	The way in which an author presents a character. • **direct characterization**—the author literally tells what a character is like. This may be done by the narrator, another character, or by the character himself. • **indirect characterization**—the reader must infer what the character is like through the character's thoughts, actions, words, and interactions with other characters, including other characters' reactions.
compound word	A combination of two or more words, which may be hyphenated (*merry-go-round*), written as separate words (*school bus*), or written as a single word (*flowerpot*).
concepts about print	The concepts that students need to learn about the conventions and characteristics of written language, such as directional movement, one-to-one matching of spoken and printed words, the concept of a letter and a word, book conventions (e.g., the book's title, the name of the author), and the proper way to hold and open a book.
conflict	A struggle or clash between opposing characters or forces (external conflict) or the character's emotions (internal conflict).
connotation	The implicit, rather than explicit, meaning of a word, consisting of the suggestions, associations, and emotional overtones attached to a word such as *cheap* and *inexpensive*. *See* **denotation.**

consonant blends	Two or more consonant letters that often appear together in words and represent sounds that are smoothly joined although each of the sounds can be heard (e.g., *bl, cl, tr, str*).
consonant digraphs	Two consonant letters that appear together and represent a single sound that is different from either letter (e.g., *th, sh*).
context clues	The words or sentences that help a reader comprehend the meaning of an unfamiliar portion of text.
creative dramatics	Informal dramatization using simple staging and few, if any, set properties and costumes.
denotation	The most specific or literal meaning of a word. *See* **connotation**.
dialogue	The conversation between characters in a literary work.
direct characterization	*See* **characterization**.
drama	A literary work written in **dialogue** to be performed before an audience by actors on a stage.
dynamic character	*See* **character**.
edit	To correct the conventions of writing—such as spelling, punctuation, and capitalization— in order to prepare written material for presentation or publication.
environmental print	Text and other graphic symbols that are part of the physical environment such as street signs, billboards, television commercials, or store signs.
etymology	The origin and development of a word and its meaning.
euphemism	The substitution of a mild and pleasant expression for a harsh and blunt one (e.g., *to pass away* for *to die).*
expository text	Text written to explain or convey information about a specific topic.
extended metaphor	*See* **metaphor**.
fable	A brief story told in poetry or prose that contains a moral or a practical lesson about life.
fiction	An imaginative literary work representing inventive rather than actual persons, places, or events.

first person point of view	*See* **point of view**.
flashback	The technique of disrupting the chronological flow of a narrative by interjecting events that have occurred at an earlier time.
flat character	*See* **character**.
fluency	The accuracy, phrasing, intonation, and expression with which an individual speaks, writes, or reads a particular language.
folktale	A story that has no known author and was originally passed on from one generation to another by word of mouth. Unlike **myths**, which are about gods and heroes, folktales are usually about ordinary people or animals that act like people.
foreshadowing	The use of hints or clues in a narrative to suggest future action.
glittering generalities	*See* **propaganda**.
graphic organizer	A visual representation of information such as a map, web, chart, or diagram.
graphic features	Sources of information included in texts, such as charts, graphs, pictures, or **graphic organizers** that assist in comprehension.
high-frequency words	Words that appear many more times than most other words in spoken or written language. These words may also include words familiar to a child such as a family member's name, the name of a pet, or a favorite activity or place.
homonym	Words that are spelled and pronounced the same but have different meanings (e.g., *bear,* the noun, meaning an animal and *bear,* the verb, meaning "to support").
hyperbole	Overstatement; the figure of speech that is a conscious exaggeration for the purpose of making a point (e.g., *the backpack weighs a ton*.)
idiom	Words used in a special way that may be different from their literal meaning (e.g., *it's raining cats and dogs* does not mean that cats and dogs are falling from the sky, but that it is raining heavily.)

imagery	Language that creates a sensory impression within the reader's mind.
indirect characterization	*See* **characterization**.
inference	The act or process of drawing a conclusion based on what one already knows either from prior knowledge, observations, or evidence found in the text. When making an inference, ideas and facts are implied or suggested rather than stated outright.
inflectional endings	Suffixes that change either the case and number of a noun, the tense and number of a verb, or the degree of an adjective and an adverb.
intonation	The distinctive pattern in the pitch of the voice that contributes to the meaning of a spoken phrase or sentence (e.g., *Cut it out!* is a command and *Cut it out?* is a question.)
irony	The discrepancy between what one says and what one means, what a character believes and what a reader knows, or what occurs and what one expects to occur in a text. Some common types of irony include • **verbal irony**—a contrast between what is said or written and what is actually meant. • **situational irony**—when what happens is very different from what is expected to happen. • **dramatic irony**—when the audience or the reader knows something a character does not know.
legend	A traditional, historical tale that is handed down from one generation to the next, first orally and later in written form.
limited omniscient point of view	*See* **point of view**.
literary model	The work of an accomplished author that one uses as a model for one's own writing.
main idea	The major topic of a passage or work that may be stated directly or inferred. *See* **theme**.
metaphor	A device of figurative language that compares two unlike objects. • **extended metaphor**—a metaphor that is carried throughout the text.

monologue	A long speech by a character in a play, spoken either to others or as if the character is alone.
motive	A character's conscious or unconscious reason for behaving in a particular way.
multiple-meaning words	Words that have more than one meaning and can be used as more than one part of speech.
myth	A traditional story of anonymous origin that deals with gods, heroes, or supernatural events. Myths explain a belief, custom, or force of nature.
name calling	*See* **propaganda**.
nonfiction	Writing that is based on actual persons, places, things, or events.
nonprint sources	Sources of information that are not in written form (e.g., pictures and photographs, television and radio productions, the Internet, films, movies, videotapes, and live performances).
onomatopoeia	The formation and use of words to imitate sounds (e.g., *rattle*, *murmur*, *crash*, *bog*, *buzz*, *boink*, and *grr*).
omniscient point of view	*See* **point of view**.
onset	The first part of a syllable or the consonants that precede the first vowel in a word. In the word "flat," /fl/ is the onset, and /at/ is the **rime**. In the word "greed," /gr/ is the onset, and /eed/ is the **rime**. *See* **rime**.
oxymoron	A figure of speech that places two contradictory words together for a special effect (e.g.; *jumbo shrimp*, *old news*).
paradox	A contradictory statement that has an element of truth (e.g., One must be cruel to be kind).
parody	A literary work written for comic effect or ridicule.
parallelism	The use of a series of words, phrases, or sentences that have similar grammatical structures.
personification	The figurative device in which animals, objects, or abstractions are represented as being human or as having human attributes.
plagiarism	Using someone's writing or ideas as if they were your own.

plain folk	*See* **propaganda**.
plot	The deliberate sequence of events or actions that presents and resolves a **conflict** in a literary work.
point of view	The perspective or vantage point from which a literary work is told. • **first person point of view**—a story told by a character using the pronoun "I" or sometimes "we." • **second person point of view—**rarely used except in interactive fiction • **omniscient point of view**—a third-person narrator functioning as an all-seeing, all-hearing, all-knowing speaker who reads the thoughts and feelings of any and all characters. • **limited omniscient point of view**—a story told by a third-person narrator whose omniscience is limited, or restricted, to a single character.
primary source	An original source—such as a work of literature, a historical manuscript, material in archival collections, or an interview—that is used as part of research.
print styles	Ways that symbols, letters, or words may be presented in a text (e.g. bold, italics, etc.).
propaganda techniques	An extreme form of persuasion intended to prejudice and incite the reader or listener to action either for or against a particular cause or position, usually by means of a one-sided argument or an appeal to the emotions. • **bandwagon**—an appeal to others to join the crowd in order to be on the winning side (e.g., *Four out of five doctors recommend…).* • **card stacking**—presenting only the information that is positive to an idea or proposal and omitting information that is contrary to that idea. • **glittering generality**—emotionally appealing words that are applied to a product or idea, but that present no concrete argument or analysis (e.g., a person who is asked to do something "in defense of democracy" is more likely to agree to do that something). • **name calling**—the use of derogatory language or words that carry a negative connotation (e.g., calling a policeman a pig). • **plain folks**—attempting to convince the public that one's views reflect those of the common person (e.g., using the accent or dialect of a specific audience).

	• **testimonial**—the use of a quotation or endorsement, in or out of context, that attempts to connect a famous or respectable person with a product or item (e.g., Tiger Woods, a famous golfer, endorsing a particular kind of cereal promoting the product as part of a balanced breakfast). • **transfer**—projecting positive or negative qualities of a person, entity, object, or value to another to make the second more acceptable or to discredit it (e.g., using an American flag as a backdrop for a political event implies that the event is patriotic and good for the United States).
refrain	A passage repeated at regular intervals, usually in a poem or song.
repetition	The recurrence of sounds, words, phrases, lines, or stanzas used for emphasis.
revise	Reworking a written draft to improve it by adding or taking out information, combining and reordering words, sentences, or paragraphs, and/or improving word choice.
rhyming words	Words that have identical or very similar final sounds.
rhyme scheme	The pattern in rhyme or verse which represents identical or highly familiar final sounds in lines of verse (e.g., *aabba* in a limerick).
rime	The second part of a syllable or the vowel and any consonants that follow. In the word "grand," /and/ is the rime, which follows the **onset** /gr/. In the word "slight," /ight/ is the rime, which follows the **onset** /sl/. *See* **onset**.
root	The element of a word that is the basis of its meaning.
round character	*See* **character**.
secondary source	Any source other than a **primary source** that is used in researching a particular subject.
self-correct	The correction of an error or miscue in reading without prompting.

sentence types	There are a variety of sentence types. • **simple sentence—**contains only one subject and one predicate (e.g. *John likes pizza)*. The subject or the predicate may be compound (e.g. the compound subject *John and Luis* in the sentence *John and Luis like pizza.)* • **compound sentence**—two or more simple sentences joined together (e.g. *My friend gave me a book and I read it from beginning to end.)* • **complex sentence**—a sentence that contains one main clause and one or more subordinate clauses (e.g. *We left before you came to school. We left* is the main clause and *before you came to school* is the subordinate clause.) • **compound-complex sentence**—two or more simple sentences combined with a subordinate clause (e.g. *Before I went on vacation, my friend gave me a book and I read it.)*
setting	The time and place where the action in a literary work occurs.
sight words	Words that are intended to be learned visually.
simile	A device of figurative language that is a stated comparison between two unlike things using the words "like" or "as."
stage directions	Directions in a play that explain how a character should look, speak, move, or behave.
Standard American English	The version of the English language that is regarded as the model in America for writers and speakers.
stanza	A group of lines forming a unit in a poem or song, similar to a paragraph in prose.
static character	*See* **character***.*
symbolism	The author's use of an object, person, place, or event that has both a meaning in itself and stands for something larger than itself.
synonym	A word whose meaning is the same or almost the same as that of another word.
tall tale	An exaggerated story that is obviously untrue but is told as though it should be believed.
testimonials	*See* **propaganda***.*

theme	The major idea of an entire work of literature. A theme may be stated or implied. *See* **main idea**.
thesis	The central thought or meaning. *See* **central idea**.
tone	The writer's or speaker's attitude toward a subject, character, or audience conveyed through the choice of words and details.
transfer	*See* **propaganda**.
visual aid	A teaching device that aids in comprehension (e.g., pictures, models, charts, videotapes).
voice	The distinctive style or manner of expression used in writing.
Web log	A website where entries are made in journal style and displayed in reverse chronological order.
word choice	The effective use of words to enhance style, tone, or clarity in writing or speaking.
Works Cited	A formal listing, alphabetized by author's last name, giving full publication information for all primary and secondary sources used in a particular document.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessments

Date: April 14, 2008

REPORT/RECOMMENDATION

Career and Technology Education (CATE) Center Ratings

Recommendations: 1) Beginning with the 2009 report card, use the scores on the certification or licensure examinations taken by the CATE students as the basis of the Mastery criterion; for students who do not have certification and licensure exams, continue to utilize the GPA measure presently part of the report card ratings; and 2) Approve the values assigned to the different Mastery point levels as presented in Table 3 of the report.

PURPOSE/AUTHORITY

Section 59-18-120 (8) "Absolute performance" means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment. Section 59-18-310 (A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and: (1) identify areas in which students need additional support; (2) indicate the academic achievement for schools, districts, and the State; (3) satisfy federal reporting requirements; and (4) provide professional development to educators. Section 59-18-310 (B) The statewide assessment program in the four academic areas must include grades three through eight, an exit examination in English/language arts and mathematics, which is to be first administered in a student's second year of high school enrollment beginning with grade nine, and end-of-course tests for gateway courses awarded Carnegie units of credit in English/language arts, mathematics, science, and social studies. Section 59-18-920: The Education Oversight Committee, working with the State Board of Education and the School to Work Advisory Council, shall develop a report card for career and technology schools.

CRITICAL FACTS

The present Career and Technology ratings criteria were set in 2002 with implementation in 2003. Concern that the ratings system did not provide adequate information to discriminate the achievement levels among the Career Centers led to the present review. The state report card ratings criteria for the CATE centers also were reviewed to improve their alignment with the amended Perkins Act criteria. The criteria presented for approval match the Perkins criteria of Field Placement, Graduation Rate, and Mastery exams. The ratings changes, if approved, would become operative for the 2009 report cards.

TIMELINE/REVIEW PROCESS

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact

Fund/Source:

ACTION REQUEST

☒ **For approval** ☐ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**

☐ **Not Approved** ☐ **Action deferred (explain)**

Career and Technical Education Center Report Card Ratings Criteria

In spring 2005, the Academic Standards and Assessments Subcommittee asked the staff of the Education Oversight Committee to review the criteria for the report card ratings of the Career and Technical Education (CATE) Centers. The report card ratings received by the centers state wide are, and have been, higher, on average, than the report card ratings for elementary, middle, and high schools. Table 1 shows the Absolute ratings achieved by the 38 CATE Centers since the first report card in 2001.

Table 1
CATE Absolute Ratings 2001-2007

Report Card Year	Excellent	Good	Average	Below Average	Unsatisfactory
2001	36	1	1	0	0
2002	30	8	0	0	0
2003	30	6	0	2	0
2004	31	3	3	1	0
2005	25	9	3	0	1
2006	29	8	1	0	0
2007*	30	3	3	0	1

One school received no rating in 2007; 2 new schools received no rating in 2007 as well because they had no Field Placement data.

Presently the Absolute ratings criteria and the percentage weight are:

- Mastering core competencies or certification requirements: The percentage of students enrolled in career and technology courses at the center who earn a 2.0 or above on the final course grade. Students are to be assessed on the competencies identified in the adopted syllabi or specified for certification programs (e.g., FAMS). This factor applies to any career and technology course in the center. This criterion is weighted at twice the value of other criteria. (50%)
- Graduation rate: The number of twelfth-grade career technology education students who graduate in the spring is divided by the number of twelfth graders enrolled in the center and converted to a percentage. This criterion incorporates passage of the Exit Examination required for graduation. (25%)
- Placement rate: The number of career and technology completers who are available for placement in postsecondary instruction, military services, or employment is divided into the number of students over a three-year period who are actually placed and converted to a percentage. This criterion mirrors the Perkins standard. (25%)

During the summer of 2005 an advisory committee on the CATE ratings was identified and research was conducted on how other states evaluate their CATE centers and on the impact the pending federal Perkins reauthorization legislation would have on the CATE centers ratings calculations. The federal Perkins legislation was amended late in 2005.

Clarification from the federal government on the reporting requirements for Perkins has been received over the last several months. Two of the present reporting requirements – Field Placement and Graduation Rate - will remain the same, though the Graduation Rate will mirror No Child Left Behind. The third criterion – mastering the core competencies - will change to students passing “technical skill assessments.”

The South Carolina Department of Education (SCDE) recently received additional information from the federal government explaining "technical skill assessments." Acceptable "technical skill assessments" include state licensing exams for cosmetologists, pharmacy technicians, and nursing/nursing assistants; national licensing exams in architecture and construction (plumbing, electricity, air conditioning and heating, etc.); national certification tests for automobile collision and engine repair; national certification exams in culinary arts; and national certification exams in marketing, sales and service (fashion design, communication, etc.). There are, however, numerous areas of curriculum offered at the CATE centers that do not have correlating national or state examinations; examinations in those areas are under development, either through consortia of states working on common exams or through national assessments developed by national trade associations. Furthermore, until examinations are available for all areas (target date 2012-2013), the federal government has identified additional measures which can be used for reporting purposes: 1) state and/or locally developed tests that meet minimum validity and reliability guidelines, and/or 2) GPA, course completion, program completion, or teacher-developed exams. Until exams are available in all areas, the federal government asked states to submit a transition plan by April 2007 for the transition year of 2007-08 and a five year plan for implementation of the "technical skill assessments" by April 2008. The federal accountability plan submitted by the South Carolina Department of Education stated that South Carolina would use both the results of students taking qualifying certification and licensure exams and the GPA measure presently used as part of the federal and state accountability systems. GPA scores for students taking the qualifying certification and licensure exams will be removed from the data collected so that each student is counted only once.

Using the information collected by the SCDE on certification exams during the 2006-07 academic year, the staff of the EOC recommend the following changes in the criteria for the Absolute ratings of the Career and Technical Education Center Report Cards.

Recommendation 1: Beginning with the 2009 report card, use the scores on the certification or licensure examinations taken by the CATE students as the basis of the Mastery criterion; for students who do not have certification and licensure exams, continue to utilize the GPA measure presently part of the report card ratings.

Under this system, each student would count once through his/her certification or licensure examination, or the GPA of 2.0 earned in the CATE courses.

Results of change

Student performance on certification and licensure examinations were included along with mastery (at the 2.0 or higher level) of occupational courses in the Mastery criterion in the Absolute Rating criteria. The resulting new distribution of Mastery performance was re-normed using 2007 data to obtain the cut points for assigning point weights of 1 through 5 for the Mastery criterion in the calculation of the ratings (Table 2). The cut points were set at intervals three-fourths of the standard deviation from the mean performance. The revised cut points are listed in Table 3, along with the Graduation Rate and Field Placement criteria which are currently used in the calculation of the Absolute Rating index. The graduation rate and placement criteria point weights were not re-normed and the weightings of the three criteria in the rating calculation were not changed. The 2007 Absolute Ratings and the simulations of the Absolute Ratings based on the revised Mastery criteria are listed in Table 4.

Table 2
Student Mastery of Core Competencies and
Performance on Certification and Licensure Examinations

Statistic	Statistic Value
Mean	83.09
Standard Deviation	7.2332
Median	83.6
Minimum Value	67.5
Maximum Value	97.8
Number of Schools	40

Table 3
Revised Career and Technology Center Absolute Ratings Criteria

Criterion	Points Assigned				
	5	4	3	2	1
Mastery (weighted x 5)	94% or more	89–93%	78–88%	72–77%	71% or below
Graduation Rate (weighted x 2.5)	97% or more	92–96%	87–91%	82–86%	81% or below
Field Placement (weighted x 2.5)	98% or more	95–97%	92–94%	89–91%	88% or below

Table 4
Comparison of 2007 Career and Technical Education Center Absolute Ratings and
Simulated Ratings Based on Revised Mastery Criteria

2007 Absolute Ratings			Simulated 2007 Ratings Based on Revised Mastery Criteria	
Rating	Number (%)		Rating	Number (%)
Excellent	30 (81.1)		Excellent	18 (48.6)
Good	3 (8.1)		Good	2 (5.4)
Average	3 (8.1)		Average	13 (35.1)
Below Average	0 (0.0)		Below Average	1 (2.7)
Unsatisfactory	1 (2.7)		Unsatisfactory	3 (8.1)
Total*	37 (100)		Total*	37 (100)

*Three of the 40 Career and Technical Education Centers did not receive ratings in 2007 because they did not yet have Field Placement data. Percent totals may not equal 100 due to rounding.

Recommendation 2: Approve the values assigned to the different Mastery point levels as presented in Table 3.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: April 14, 2008

REPORT/RECOMMENDATION

Information on EIA and EAA budget and proviso recommendations as approved by the Education Oversight Committee on December 11, 2007 and as considered by the Governor and the General Assembly.

PURPOSE/AUTHORITY

Section 59-6-10 of the Education Accountability Act requires the EOC to "review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding" and to "make programmatic and funding recommendations to the General Assembly.

CRITICAL FACTS

The attached is an update on the EIA and EAA budgets, provisos and related programs for Fiscal Year 2008-09

TIMELINE/REVIEW PROCESS

August 17, 2007	On-line budget survey reporting system operational
October 5, 2007	Completion of on-line budget survey by all EIA-funded programs
October 8, 29007	Subcommittee received copy of all program and budget request documents as submitted
November 19, 2007	Subcommittee reviewed and discussed budget and proviso recommendations
December 4, 2007	Subcommittee considered EIA and EAA budgets and provisos and related programs
December 11, 2007	Subcommittee finalized all EIA and EAA budget and proviso recommendations
December 11, 2007	EOC approved EIA and EAA budget and proviso recommendations for Fiscal Year 2008-09
January 7, 2008	Governor's Executive Budget for FY2008-09 Released
March 4, 2008	H.4800, 2008-09 General Appropriations Bill, introduced by Ways and Means Subcommittee
March 13, 2008	H.4800, as amended, adopted by House of Representatives
March 13, 2008	H.4800, as adopted by the House, referred to Senate Finance Subcommittee

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact

Fund/Source:

ACTION REQUEST

☐ **For approval** ☒ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**

☐ **Not Approved** ☐ **Action deferred (explain)**

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

April 14, 2008

TO: Members, Education Oversight Committee

FROM: Melanie Barton

SUBJECT: Progress of 2008-09 EIA and EAA Budgets and Provisos

On March 13, 2008 the House of Representatives gave third reading to H. 4800, the 2008-09 General Appropriations Bill. The Senate Finance Committee is currently holding budget subcommittee hearings with full committee consideration to follow.

In the attached analysis, I have compared the Education Improvement Act (EIA) budget as adopted by the House and proposed by the Governor with the recommendations of the EOC. The spreadsheet includes many of the Education Accountability Act programs, including technical assistance, because these programs are funded with EIA revenues. The second document is a summary of proviso changes, comparing the House actions with the recommendations of the EOC and noting the Governor's recommendations.

If I can answer any questions prior to the meeting, please let me know.

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EIA REVENUE PROJECTIONS FOR FY2008-09

FY2007-08 Appropriation Act	
Non-Recurring EIA Funds for Summer Schools	**$12,402,840**
Recurring EIA Funds (Base)	**$677,833,363**
TOTAL:	**$690,236,203**
FY2008-09	
BEA Revenue Estimate (August 2007)	**$658,161,423**
BEA Revenue Estimate (November 2007 and February 2008)	**$674,714,375**
DIFFERENCE Over Recurring Base	**($3,118,988)**

RECOMMENDED EIA INCREASES/DECREASES FOR FY2008-09

Objective: Recruit, Prepare and Retain Quality Teachers	**BASE EIA APPROPRIATION**	**EOC Increase/Decrease**	**Governor Increase/Decrease:**	**House Increase/Decrease:**	**Explanation:**
Center for Excellence to Prepare Teachers of Children of Poverty at Francis Marion University	**$0**	**$234,300**	**$0**	**$0**	
National Board Certification - Based on 5,674 teachers receiving supplement and 1,200 new applicants in FY09. (General Fund appropriations for the program totaled $6,061,304 in FY08)	**$45,824,534**	**$2,460,879**	**$0**	**($200,186)**	**Governor: Increased general fund appropriation $2,738,062** **House: Increased general fund appropriation $2,359,273**
Teacher Salary Supplement for Special Schools	**$0**	**$988,726**	**$988,726**	**$0**	**House: Allocated $944,000 in non-recurring funds from several cash balances**
EIA Teacher Salary and Employer Contributions - To maintain average teacher salary at $300 above the SE average of $47,004 and fully fund EFA at $2,578 and 872,274 weighted pupil units, requires less EIA funds.	**$95,746,904**	**($3,304,567)**	**($3,822,037)**	**($2,918,802)**	
Center for Educator Recruitment, Retention and Advancement (CERRA) - To expand training of teachers serving as mentors or mentor leaders in districts. $150,000 to expand data collection and research functions to include National Board and student academic achievement data. (Base funding includes Teaching Fellows Program at $4.2 million)	**$5,454,014**	**$300,000**	**$0**	**$0**	

Objective: Encourage Innovation and High Achievement	BASE EIA APPROPRIATION	Recommended Increase/Decrease	Governor Increase/Decrease:	House Increase/Decrease:	Explanation:
Annualize Summer School Funding	$18,597,160	$12,402,840	$12,402,840	$0	House: Allocated $12,000,000 in non-recurring funds
Increase appropriation for Palmetto Gold and Silver Program to reward gap-closing awards as identified and recognized by the EOC with $5,000 per school.	$3,000,000	$750,000	$0	$0	
Increase funding for Gifted and Talented Education to reflect EFA inflationary increase of 4.12%	$35,854,420	$1,477,202	$0	$0	
Fund second year of Public Choice Innovation Schools and evaluation. Estimate based on six innovation schools receiving $300,000 and an evaluation of the program by the EOC at $150,000. (Of appropriation, $200,000 is redirected to the Charter School District)	$2,560,000	$2,350,000	$0	($2,560,000)	House: Deleted funds and proviso
Fund Office of Innovation within the SC Department of Education as requested by SCDE (Program Manager II, Administrative Assistant, Statistical and Research Analyst III and Education Associate III)	$0	$300,516	$0	$0	
Fund "Innovaluation" pilot programs per SCDE request (Total request was $2.0 million) - SCDE would evaluate and measure success of pilots and design expansion of programs for replication in other schools	$0	$1,000,000	$0	$0	
Young Adult Education - Continue phase-in of funding for young adults ages 17 to 21 who did not earn a high school diploma (also requested by SCDE)	$1,600,000	$1,600,000	$0	$0	Governor: No increase in general fund appropriations House: Increased appropriation by $1,600,000 using non-recurring funds
School Libraries -- Last year the initial allocation was $1.0 million in non-recurring funds. Part of EOC recommendation to improve reading proficiency.	$0	$2,000,000	$0	$0	
Centers of Excellence - Maintain existing full funding of six Centers and bring another Center into operation in FY09.	$721,101	$16,112	$0	$0	

Objective: Simplify and Streamline Funding	**BASE EIA APPROPRIATION**	**EOC Increase/Decrease**	**Governor Increase/Decrease:**	**House Increase/Decrease:**	**Explanation:**
Consolidate the following line item appropriations into one line item distributed by number of students in districts who are eligible for free/reduced price lunch program and/or Medicaid. The funds would only be expended on intervention strategies that improve reading proficiency across all content areas (English language arts, mathematics, science and social studies) and all grades. All districts would be held harmless so that no district would receive less funds in FY09 than it did in FY08. The hold harmless provision would be phased out over the next three years through revenue growth and increase in EFA.	**($192,589,708)**	**($192,589,708)**	**$0**	**$0**	**Governor: No consolidation of funds** **House: No consolidation of funds**
Act 135 Academic Assistance ($120,436,476)					
Reduce Class Size ($35,047,429)					
Summer School (base plus annualization) ($31,000,000)					
Parent Support ($4,159,555)					
Family Literacy ($1,946,248)					
INTO: *Allocation to Districts to Improve Reading Proficiency* across all content areas (English language arts, mathematics, science and social studies) and grades		**$189,189,708**	**$0**	**$0**	
Create separate line items XI.EIA.F.2. Other Agencies and Entities for:					
Accelerated Schools Project and eliminate Proviso 1A.26.	**$0**	**$200,000**	**$0**	**$0**	
Delete provisos 1A.26. and 1A.27. and create a new proviso to allocate funds for the SC Urban Leagues Parental Involvement at $100,000, the SC Afterschool Alliance at $250,000 and the SC Communities-in-Schools at $200,000 which were funded from Parent Support/Family Literacy					
Create separate line item in SCDE for:					
Reading Recovery at $3,200,000 and eliminate Proviso 1A.11.	**$0**	**$3,200,000**	**$0**	**$0**	
Consolidate the following EIA lines into one line item appropriation:					
Handicapped Student Services	**($4,205,017)**	**($4,205,017)**	**$0**	**$0**	
P.L. 99-457 Preschool Children w/ Disabilities	**($3,973,584)**	**($3,973,584)**	**$0**	**$0**	
Services for Students with Disabilities		**$8,178,601**	**$0**	**$0**	
Eliminate Competitive Teacher Grant Program	**$1,287,044**	**($1,287,044)**	**($1,287,044)**	**$0**	
Allocate funds for TECH Prep and High Schools that Work to the EEDA which is funded in the General Fund:					
TECH Prep	**($4,064,483)**	**($4,064,483)**	**($3,489,483)**	**$0**	
High Schools that Work	**($1,000,000)**	**($1,000,000)**	**$0**	**$0**	

Objective: Continue Implementation of EAA	BASE EIA APPROPRIATION	Recommended Increase/Decrease	Governor Increase/Decrease:	House Increase/Decrease:	Explanation:
Technical Assistance -	**$81,102,688**	**$0**	**($9,955,839)**	**$0**	
Minimum allocation of $250,000 per 156 Unsatisfactory Schools and $75,000 per 290 Below Average Schools					
Planning Grants of $570,000 ($10,000 per 57 schools)					
Additional Discretionary Funds of $15.0 million to schools with an absolute rating of Below Average or Unsatisfactory based on severity of problems and likelihood of positively impacting student achievement					
National About Face Program ($930,000 per proviso)					
5% to SCDE ($3,862,688)					
External Review Teams: 101 teams for continuing Unsatisfactory schools at $24,304 ($2,454,704) and 55 ERTS and liaisons for new Unsatisfactory schools at a cost per school of $14,291 ($786,005) (No increase for FTEs as requested; support costs included $208,000	**$1,372,000**	**$2,076,709**	**$2,043,849**	**$0**	
School Improvement Council	**$200,918**	**$37,500**	**$0**	**$0**	
Assessment -				**$0**	
1. Fund formative assessments for 300,000 students in grades 3 through 8 at $12 per student (up from $9 this year). SCDE requested $14.4 million or $24 per student. Base appropriation is $3,950,000 in General Funds.		**$1,000,000**	**$0**	**$0**	**House: Allocated an additional $1.0 million in non-recurring funds**
2. Career and Technology Education (CATE) Technical Skill Assessments - Starting in 2008-09 skill assessments required by federal legislation (Perkins Act of 2006); Recommended last year by EOC but not funded	**$0**	**$800,000**	**$0**	**$0**	
Data Collection - No increase for FY2008-09	**$2,966,490**	**$0**	**$0**	**$0**	
OTHER:					
Darlington County Proviso				**$1,000,000**	
SC National Guard Youth challenge Program				**$400,000**	
Aces Program at DJJ				**$200,000**	
Wil Lou Gray Opportunity School				**$200,000**	
Boys and Girls Club				**$260,000**	
South Carolina Charter Schools				**$500,000**	
Teacher Supplies					**House: Allocated $1,715,000 increase in non-recurring funds to increase reimbursement from $250 to $275 (Funded last year using non-recurring EIA funds)**
TOTAL Recommendations:		**$20,138,690**	**($3,118,988)**	**($3,118,988)**	
Fund Instructional Materials/Textbooks in General Fund not EIA		**($23,278,783)**	**$0**	**$0**	
Net Decrease:		**($3,140,093)**	**($3,118,988)**	**($3,118,988)**	
NET BALANCE:		**$21,105**	**($3,118,988)**	**($3,118,988)**	

Lottery Recommendation: Funds allocated for K-5 and 6-8 Reading, Math, Science & Social Studies Programs which totaled $49,614,527 in FY08 should be targeted solely on improving reading proficiency across all content areas (English language arts, mathematics, science and social studies) in all grades.

Summary of Proviso Changes for FY2008-09
As Recommended by the House of Representatives
Fiscal Year 2008-09 General Appropriations Bill, H.4800

Provisos Recommended by EOC and Acted upon by the House:

1A.4., 1A.6., 1A.8., 1A.11, 1A.17. and 1A.40.

EOC Recommendation: Amend provisos to delete duplicative reporting requirements for several EIA programs. The EOC has statutory responsibility to, among other tasks, make programmatic and funding recommendations to the General Assembly, to report annually to the General Assembly, Board of Education and public on the progress and needed changes to the EAA and EIA, and to monitor and evaluate the functioning of the public education system. To provide meaningful information and to attain the greatest return on investments of resources, the EOC would like to construct comprehensive program evaluations and report over a three-year period on programs and services. In addition the EOC has undertaken an online programmatic and budgetary survey that will provide consistent information on all EIA and EAA programs. The results of the survey are available for public review on the EOC website.

House: Concurred with EOC recommendations and amended Provisos 1A.4., 1A.6., 1A.8., 1A.11, 1A.17. and 1A.40 accordingly.

1A.42. (SDE-EIA: Technical Assistance)

EOC Recommendation: To amend 1A.42. to guarantee that each school with an absolute rating of below average would receive a minimum allocation of $75,000 for technical assistance, and each school with an absolute rating of unsatisfactory, a minimum of $250,000. The South Carolina Department of Education (SCDE) would then allocate approximately $15.0 million in additional discretionary funds to these schools based upon the severity of the problems and the likelihood of positively impacting student academic achievement. SCDE will provide regional workshops to assist schools in designing school renewal plans and selecting intervention strategies. The proviso would require the chairman of the local school board, the superintendent and the principal of each underperforming school to attend at least one of these workshops. The proviso also requires schools and districts to submit information to the EOC or SCDE as needed to determine effective use. By October 1 SCDE will also report to the EOC, delineate the reasons why schools have had an absolute rating of unsatisfactory or below average for the past four years.

House: Concurred with EOC recommendations and amended 1A.42. accordingly.

1A.56. (SDE-EIA: Teacher Recruitment/Retention Task Force)

EOC Recommendation: Delete Proviso 1A.63. in its entirety because the Teacher Recruitment and Retention Task Force had completed its work and submitted a report.

Governor: Concurred with EOC recommendation and deleted proviso

House: Concurred with EOC recommendation and deleted proviso 1A.56.

1A.60. (SDE-EIA: 3 Year Technical Assistance Plan)

EOC Recommendation: Delete the following proviso in its entirety. If not deleted the proviso would set up a tiered system of technical assistance whereby schools would be funded at different levels.

House: Concurred with EOC recommendation and deleted proviso 1A.60.

1A.61. (SDE-EIA: XI.E.1-Public Choice Innovation Schools)

EOC Recommendation: Amend the proviso to address implementation issues regarding the first year of the program's operation.

House: Deleted the proviso in its entirety and funding for the program.

Provisos Recommended by EOC but NOT Recommended by House:

1. Closing the Gap Award Proviso-- To focus more public attention on the significant academic achievement of schools that are achieving academic success and are closing the achievement gap, the EOC would recommend increasing the appropriation for Palmetto Gold and Silver and including a special recognition for schools that close the achievement gap. The schools would be identified and recognized by the EOC and receive a $5,000 reward.

2. Report on Educational Services to Children with Special Needs and Disabilities – The EOC recommended a report on programs for students with special needs and disabilities to provide the necessary data to review the weights for students with disabilities under the EFA and to determine the resource needs of the program.

3. Consolidation of several programs and line items to focus on Reading Achievement – The EOC had recommended the consolidation of several line items into one line item focusing on improving reading proficiency of students in all grades and across the four content areas. Research has documented that the ability to read proficiently is a fundamental skill affecting a student's learning experiences and school performance. Research also demonstrates that students who are competent readers perform better in other subjects like math, science and social studies and are more likely to graduate from high school.

Other Changes to EFA, EAA, EIA and CDEPP as Recommended by the House:

1.3. (**SDE: EFA Formula/Base Student Cost Inflation Factor)**

Governor and House: Amended to increase base student cost from $2,476 to $2,578.

1.45. and 1A.44. (SDE: School Districts and Special Schools Flexibility)

House: Amended to require districts to provide Public Chart Schools information on the per pupil allocation for each categorical program prior to transferring any funds pursuant to the flexibility provisos.

1.50. and 1A.28. (SDE: National Board Certification Incentive)

House: Amended to clarify that teachers must be US citizens or permanent resident aliens. Also amended to clarify that teachers who apply for National Board certification but who fail to obtain certification may be eligible for full forgiveness of the loan accordingly: one-half of the loan principal amount and interest upon submission of all required materials for certification and the remainder forgiven at the rate of 33% for each year of full-time teaching in the same school regardless of whether the schools rating improves to average or better during the forgiveness period or whether the individual teaches in another school with an absolute rating of below average or unsatisfactory.

Governor: Amended to sunset the program. Governor recommended that the program not make any loans in Fiscal Year 2008-08 and that teachers applying for and receiving certification on or after July 1, 2007 would not receive state salary supplement.

1.64. (SDE: Child Development Education Pilot Program)

House: Amended to update fiscal years and to increase per child reimbursement for instruction from $3,931 to $4,093.

1.66. (SDE: 0 to 4 Year Old Standards)

House: Deleted proviso requiring task force to develop quality standards for programs serving children ages 0 to 4 because the report has been published.

1.72. and 1A.59. (SDE: Formative Reading Assessment)

House: Amended to allow districts to utilize state, local and federal funding for formative reading assessments that have been approved for use by the SCDE in lieu of using the State Board approved formative reading assessments for grades one and two.

1.73. (SDE: Child Development Education Pilot Program-4 Year Olds)

House: Amended to carry forward at least $5.0 million in CDEPP funds from the current fiscal year to be used for CDEPP in 2008-09 as coordinated by the Office of First Steps and the South Carolina Department of Education.

Governor: Also recommended carrying forward unexpended funds from current fiscal year to Fiscal Year 2008-09.

1.74. (SDE: Physical Education Assessment Program)

House: Amended to require SCDE to review and revise the physical education standards and physical education assessment with field testing in school year 2008-09.

1.77. (SDE: Prohibit Advertising on School Buses)

House: Added to prevent SCDE and school districts from selling advertisement space on school buses.

1.78. (SDE: Transfer Funding for EFA)

House: Added a new proviso stating that the State Treasurer will transfer from the Homestead Exemption Fund to the EFA reserve fun sufficient monies to provide that each school district will receive at least the same amount of funding under the EFA in FY2008-09 as it received in FY2007-08.

1.79. (SDE: Technical Assistance)

House: Added a new proviso to say that schools which receive individual report cards yet share a school identification number and would receive less technical assistance funding in Fiscal Year 2009 than in Fiscal Year 2008 will receive technical assistance funding based on the two separate report card ratings. These schools may not receive more funding than they received in Fiscal Year 2008.

1.80. (SDE: Charter School Funding Schedule)

House: Added a new proviso stating that districts with locally approved charter schools will receive funds by the fifth day of student attendance at the beginning of each school year for those charter schools with approved incremental growth and expansion as provided in their charter application. Funding will be adjusted at the 45-day school count as is currently the case with the EFA. The proviso does not apply to schools approved and operating under the South Carolina Charter School District.

1A.18. (SDE-EIA: XI.C.2.-Teacher Salaries/SE Average)

House: Amended to reflect that the Southeastern average teacher salary is projected to be $47,004 up from $45,179 in FY08. It remains the intent of the General Assembly for the average teacher salary in SC to be $300 above the Southeastern average.

1A.20. (**SDE-EIA: XI.A.1-Work-Based Learning)**

House: Amended to clarify professional development opportunities to be provided for Work-Based Learning Programs.

1A.26. (SDE-EIA: XI.B-Parenting/Family Literacy)

House: Amended to require the Accelerated Schools Project at the College of Charleston and the South Carolina Urban Leagues to submit a report to the Education Oversight Committee, the Department of Education, the Senate Finance Committee and the House Ways and Means Committee on the expenditure of the funds appropriated to the Accelerated Schools Project at the College of Charleston and the South Carolina Urban Leagues state-wide parental involvement programs.

1A.33. (SDE-EIA: XI.C.2-Teacher Supplies)

House: Increased classroom teacher supply reimbursement rate from $250 to $275. The rate was $275 this fiscal year but funded with non-recurring, EIA cash balance funds. The additional cost, $1,715,000, for FY2008-09 was funded by the House through non-recurring funds.

1A.41. (SDE-EIA: Report Card Printing)

House: Amended the proviso to require the South Carolina Department of Education to condense the report card to a two-page executive summary that must include relevant school and district contact information, school and district ratings including longitudinal history, similar schools information, AYP information and NAEP information. All other required report card information must be made available on the school and district website, at the school and upon request. Savings from condensing the report card will be allocated to the High Schools that Work program and school bus operations.

1A.62. (SDE-EIA: EIA Cash Balance)

Governor and House: Deleted proviso which allocated EIA cash balances. There no longer exists any balance of EIA funds.

OTHER:

Governor: Recommended adding a new proviso to implement the Palmetto Early Graduation Reward Program whereby students who graduated in six semesters from high school would receive a $2,000 scholarship and students who graduated in seven semesters, a $1,000 scholarship. An amendment to H.4800 was introduced to implement the Palmetto early Graduation Reward Program but not adopted by the House during floor debate on the appropriations bill.