

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

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

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

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

Fundamentals of Reading

Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.

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

4.1 Read emergent-reader texts with purpose and understanding.	4.1 Read grade-level texts with purpose and understanding.	4.1 Read grade-level texts with purpose and understanding.
4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.	4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	4.3 Use context to confirm or self-correct word recognition and understanding rereading	

Standard 10: Apply a range of strategies to determine and deepen the mean

Range and Complexity (RC)

Standard 13: Read

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By the end of second grade, students read info

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

Standard 4:

Language, Craft, and Structure (LCS)

Standard 8:

relationships shape meaning and tone in print and multimedia texts.

conventions, and structures, and how their

KINDERGARTEN	GRADE ONE	GRADE TWO
8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.	8.1 Identify words, phrases, illustrations, and photographs used to provide information.	8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.
8.2 With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	8.2	

Standard 10: Analyze and provide evidence of how

, and style.

10.1 Identify the author and illustrator and define the role of each.	10.1 Identify the author's purpose – to explain, entertain, inform, or convince.	10.1 Identify and analyze the author's purpose.
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Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

11.1 With guidance and support, explore

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

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

2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.

2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.

Language (L)

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

KINDERGARTEN	GRADE ONE	GRADE TWO
4.1 With guidance and support, use nouns.	4.1 Use common, proper, and possessive nouns.	4.1 Use collective nouns.
4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.	4.2 Use singular and plural nouns with matching verbs in basic sentences.	4.2 Form and use frequently occurring irregular plural nouns.
4.3 With guidance and support, understand and use interrogatives.	4.3 Use personal, possessive, and indefinite pronouns.	4.3 Use reflexive pronouns.

5.4 Spell simple words phonetically.

5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.

5.4 Correctly spell words with short and long

Expectations for Teaching and Learning

1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.

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Language, Craft and Structure (LCS)

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

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

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

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

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

Read, write, and communicate using knowledge of a particular discipline.

Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.

Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.