Sc ela standards support documents

Be the first to like this 1. Document approved by the Board of Directors of the state â€ "14 May 2008 reviewed on 1 August 2008 South Carolina Academic Standard for Language Arts in English South Carolina Department of Education Columbia, South Carolina 2008 2. Contensive awards. . . . . . . 1 Standard at the level of asylum . . . . . . 12 degree 1 . . . . . . 29 degree 3 . . . . . . 54 degree 6 . . . . . . 68 degree 8 . . . . . . 103 Italian 4 . . . . . . 122 Appendix B Composite Writing Matrix . . . . . . 148 Appendix C Greeks and Latins and Roots Affix Matrix . . . . . . 156 High-frequency D Appendix Matrix Words . . . . . . 163 Appendix And recommended reading materials . . . . . . 179 3. ii Acknowlledgments South Carolina has a debt of gratitude to the following organizations and individuals for their assistance in the review of South Carolina English Language Arts Curriculum2002. ENGLISH LANGUAGE ARTS STATUS AND REVISION PANELS The members of the state language arts panel has used the recommendations of various review panel to review the 2002 document. South Carolina English language arts writing panel members were the following individuals: University of England and Wales The Director of the School of Education and Training, Dr. Paul Evanoff Instruction Interventist Dorchester School District Two Lauren Lavenia Middle Grades Literacy Coach Pine Ridge, Fulmer, and Northside Middle School Lexington School District Two David Foster Arts Coordinator Richland School District Two Deborah Purvis Kindergarten artistic educators from all over the nation; a team of South Carolina parents and business and community leaders; and a team of South Carolina teachers of English language students and special education teachers. South Carolina Department of Education The academic standards contained in this document have been developed under the direction of Lucinda Saylor, deputy superintendent, service division and curriculum evaluation, and reviewed under the management of theValerie Harrison, Deputy Superintendent, Division of Standards and Learning, and Dr. Helena Tillar, Director, OfficeAcademic standards. The following staff members of the South Carolina Department of Education (SCDE) assisted in the design and development of this document: Amelia Brailsford, Coordinator, Bev Collom Evaluation Office, Associate Education, Office of Curriculum and Standards and Instructive Promising Jenny Howard, Education Associate, Office of Assessment Cathy Jones, Coordinator, Office of Curriculum and Standards and Academic Standards Allison Norwood, Education Associates, Office Since September 9, 2006, a review of the first project of these standards was conducted, which allowed the first project to reach 29 October 2006. The feedback from this review has been incorporated into this document. The draft revision was submitted to the State Council of Education (SBE) on 12 December 2006, for the approval of the first reading. Further revisions were made to this document after the use of teachers during the fall of 2007 and based on feedback from focus group meetings held in December 2007 and January 2008. Further feedback was collected by an online survey published from 18 January to 7 February 2008. SCDE, in consultation with the Mid-continent Research for Education and Learning, developed these standards and indicators that use a range of resources. Important among them are the documents of English language norms of different states and the document of national norms for the arts of the English language, published jointly in 1996 by the National Council of English Teachers and the International Reading Association. The following publications and resources were also used: Media Literacy (a web page written by South Carolina media consultant Frank Baker who presents descriptions and links to the recommended texts and videos that provide background and basic understanding of media literacy) htm Teach children to read: An evaluation based on the evidence of scientific literature on reading and its implications for reading education (Washington, DC: National Institute for Children's Health and Human Development, 2000)ï, including the success of the university (Eugene or: Center for Educational Polity Research, 2003) 7. 2 Procedures for reviewing and reviewing South Carolina standards agreed by La SCDE and ECOC were used as a basis for this review of English language art standards. These procedures are also used when academic standards for other thematic areas are revised. Documents of South Carolina's academic standards Beginning in 2004, state-approved expectations for student learning will be defined academic standards instead of curriculum standards. In accordance with the 1998 South Carolina Education Responsibility Act, the purpose of academic standards is to provide the basis for the development of local curricula and state evaluations. Academic standards consensually determined describe, for each level of degree or upper school, the specific areas of student learning considered the most important for competence in discipline at a particular level. Academic standards in this document are not presented in a teaching sequence. All six standards and their indicators carry equal weight and should be taught in an integrated manner. These standards do not prescribe class activities, materials, teaching strategies, approaches or practices - all of which are educational components that must be determined according to the needs of individual students, schools and districts. The academic norms of South Carolina English Language Arts is not a curriculum. English Language Standards Magazine Organization Document The organization of the South Carolina Standards Document ELA has been modified in different ways. ï, · The introduction outlines the development of the ELA standard document and explains the guiding principles that support standards and their indicators. ï, · The standards are provided for the levels of nine degrees from kindergarten to school by grade eight and four upper level courses at higher level: English 1, English 2, English 3 and English 4. ï, · Standards are no longer organized by Strand; however, a column is used to identify the ELA wire and the target for each standard. The basic information and ideas of each thread in the ELA 2002 standard document have been incorporated into the standards and indicators. ï, · The number of standards has been significantly reduced. To meet the needs of teachers for specificity, each standard has specific indicators that support the standard. ï, · The standards for each of the nine grades and the four high school courses are pre-condarated with an overview that provides information about the content of these standards and their indicators and describes the process of learning phases thatyou can expect at every particular level. 8. 3 Ã¯, Â· The clarification boxes are included at the beginning of each standard and provide additional information that could be helpful for the 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 (e.g. which is cited in the National Reading Panel report). ï· The specific types of literary and informative texts that students should read at each grade level and in 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 invited to read about the NAEP exam and are based strictly on the lists provided in the pre-publication edition of its document Scoreboard for the 2009 National Assessment of Educational Progress. The lists in this document of South Carolina standards are not intended to be exhaustive, but are rather intended to guide the state’s teachers in selecting a wide range of texts for students to read. ï¨· The instruction appendices are provided as a basis for instruction. They are not meant to be all-inclusive lists. Teachers should go beyond these appendices, where appropriate, to meet the individual needs of students. If an appendix is available, a notation is included at the end of an indicator in brackets. The appendices include ï· Concept Alignment Indicators Matrix, ï· Composite Writing Matrix, ï· High Frequency Words Matrix, ï· Greek and Latin Roots and Affixes Matrix, and ï· Recommended Reading Materials. ï· A glossary Â is also included as an integral part of the standards. The glossary should be used as a basis for understanding the terms included in the standards. Terms included in the glossary are bolded in the text of a standard or indicator. In kindergarten through second grade, the indicators for Standard 3 focus on reading skills and initial strategies and are grouped according to the five core components – phonic, phonemic awareness, vocabulary, comprehension and fluency – outlined by the National Reading Panel in its 2000 Report on the Teaching of Literacy. Reading. An additional set of indicators for both asylum and grade one is grouped under the topic concepts in the press. Two sets of indicators in standard 3 for asylum focus on oral language acquisition and are separated in the development of subtopical vocabulary and the development of comprehension. In standard 4 for asylum, the indicators are grouped under the topics spoken language expression and early literacy development. 9. 4 In order for teachers to be successful in their education of standards, it is imperative that they have all the components of the Standard, including the introductory material, standards and indicators, glossary and educational appendages. English Language Arts Curriculum Support Documents The SCDE will develop standard standard support after approval of those rules by SBE. Local districts, schools, and teachers can use these documents to build standards-based curricula, adding or expanding topics they consider important, and organizing content according to the needs of their students. Supporting documents will include, for example, materials and resources, sample units incorporating literacy, resources, including those accessible through technology, and links to other disciplines. Definitions of key terms Academic standards. The most important and consensually determined statements of expectations for studentsâ€TMs learning in a particular discipline. In South Carolina, ELA standards are provided for nine levels, from kindergarten to grade 8, and four higher level courses, from English 1 to English 4. Indicators. Specific statements of cognitive processes and content knowledge and skills that students must demonstrate to meet the standard. The main verb of each indicator specifies the particular aspect of the particular cognitive processes described in Bloomâ¦’s revised taxonomy. The use of taxonomic verbs will allow teachers to identify the kind of knowledge to which an indicator refers and thus teach the content more effectively. The term “include” often refers to specific elements intended to focus the teaching and learning of a given concept. Teachers should focus their education on the whole indicator, but they should be sure to include in their education the elements indicated in brackets, including statements. Teachers should be aware that state assessments at each grade level may include indicators related to the current grade level or course, as well as to all previous grade levels. The 10. 5 State Evaluations ELA standards and indicators in grades three through eight will be used as the basis for the ELA elements of the Palmetto Achievement Challenge Tests (PACT). The High School Assessment Program (HSAP) is an exit exam and is required for a high school diploma. Therefore, the elements for the HSAP exam are designed to measure proficiency in the competences that have been covered in the standards and indicators from grades 6 to 8 and English 1 to English 4, as indicated in the HSAP 2007 test template, which can be found on the SCDE website. These specific indicators for English 1 will form the basis for the End-of-Course Examination Programme (EOCEP) for that course. Indicators from previous grades may also be assessed at subsequent levels. Media, vision and communication indicators are incorporated into the standards. They should be addressed through classroom education and evaluated in class. Although standards, including indicators for media communication and literacy, are not tested by state evaluations, these skills are fundamental to the quality of student life in central and eastern European countriesworld and better ensure success in the future. The final goal of the academic standards ELA is to teach students the skills and strategies necessary to become productive and literacy members of our society. Reading, writing, speaking, listening and observing are fundamental tools to learn, succeed at work and enrich our lives. Teaching the language arts in South Carolina gives all students the opportunity to use language in a learning life. literacy is a continuous process that occupies a prominent position in all Kâ¡12 classrooms of South Carolina. In today's increasingly complex world, literacy demands intensify and require more advanced levels of competence. Students must become independent and highly qualified users of information to become responsible and productive citizens. Our ability to communicate is at the heart of human experience. Language skills are essential tools not only because they serve as the basis for future learning, but also because they improve students' lives as human beings. Through education and immersion in an environment rich in literary and informative texts, students better understand and appreciate the English language and therefore become more skilled communicators. South Carolina academic standards for ELA represent what students from kindergarten to high school should know and know how to make as readers, writers, communicators and researchers. These standards are designed to guide school districts in the development of effective language curricula that include broad opportunities for students to read, write, communicate and inquire. Such rules are not designed to be taught discreetly in a predetermined order, nor are they prescribed for a specific curriculum or type of teaching. On the contrary, they offer innovation opportunities essential to teaching and learning. Standards must often be addressed in different ways, with increasingly complex texts on long periods of time, in order to foster a deeper understanding. Many of the media, visualization and communication indicators are incorporated into writing and research standards and should be addressed through classroom education. Although standards, including indicators for media vision and literacy, are not tested on the basis of state evaluations, these skills are fundamental to the quality of life in a society permeated by the media. Technology and media have a critical place in school education. The skills needed for students to navigate their visual culture, similar to those of traditional paper literacy, areas much as reading and writing. Teachers and administrators make informed and effective decisions about curricula and the education of their students as readers, writers and communicators. While ELA teachers are responsible for their body of content, many of these academic standards are tools for lifelong learning that all teachers should supplement regularly. The rigorous application of reading, writing, speaking, listening, viewing and research belongs to all classrooms of South Carolina. Priinciiplles guides 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 - are the philosophical basis of the academic standards of South Carolina ELA and are intended to guide the construction and evaluation of all ELA curricula in the state. Driving Principle 1 An effective English language curriculum is framed in the context of a Classrooms student community should be joyful learning places where students have the opportunity to read, write and dialogue in a nutritional environment that supports independent and collaborative learning. Teachers must create spaces where students join as communities where young people are encouraged to explore, take risks and investigate their world. Students must be able to let teachers know who they are and share the different perspectives they bring in class. In such a context, students can know their classmates as individuals who each have unique ideas and talents to contribute. 12. 7 Driving Principle 2 Learning in the arts of the English language is recurrent. Students of each level apply similar skills and strategies while reading increasingly complex texts. Many reading and writing strategies do not change, but the difficulty and complexity of the texts provide differentiation. As these skills and strategies are frequently addressed and over long periods of time, students can come to acquire a deeper understanding and appreciation of more challenging texts, gaining sophistication as readers, writers and students. Reading, writing, communication and research are interdependent. Read, write, talk, listen, view and search are not discrete skills: each literacy thread intertwines with and supports others, creating a language tapestry. Effective use of the language not only requires but extends the thought of students. While students listen, see, discuss or write, they engage in thought. Successful education depends on integrating language arts with other content areas so that skills and concepts of multiple disciplines are intertwined together to support student learning. And when students undertake increasingly complex tasks that require them to communicate in response to what they are learning,Their thought about this topic. Guide principle 4 An effective English language arts curriculum provides strategic and targeted instructions in reading and writing. Effective literacy education is explicit and e It is intentional, based on the needs of the students assessed, carried out in an organized way, and clearly communicated to the students.Quality education is responsive and authentic, linking to the needs of the students and related to the purposes of the real world. Students of all levels need elementary, middle and high schoolÃ¢ various opportunities for reading, writing, listening, and speaking. Reading alouds, shared reading, and independent reading and writing experiences as well as reading and writing lectures, literature discussion groups, and minilessons based strategy are all the most important educational activities. 13. 8 Guide Principle 5 Speaking language and expression is essential for literacy learning and development. Children develop oral language and literacy through learning in an appropriate challenge, and need many opportunities to speak and listen. As they grow in vocabulary and concept development, they increase 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 an environment rich in Language and Print-. Students need to be given the opportunity to participate in the kind of collaboration and discussion that arises from meaningful contexts and experiences. They develop their understanding of graphics, textual, and structural features of printing through exposure to essay, fiction, poetry, and drama. In primary classes, students progress from oral to written. While listening to stories read aloud, primary school students develop comprehension and fluency. Beyond primary classes, 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 an extensive exhibition of classical and contemporary literary works representing cultures within the United States and around 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 past ages. Literature provides a landscape that helps shape the 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 must be given choices among the texts they will read. Collaboration between the school’s teachers, media specialists, and local librarians is essential for correspondence of books for readers. In order to promote a love of reading, teachers should encourage reading Inside and outside the class. 14. 9 Principle Guide 7 An effective English Curriculum language arts underlines writing as a central element of the school program. Writing is to think. As students to write, they are engaged in a recursive process of critical, analytical and reflective thought. In order to learn how to write well, students must often write often write for a variety of purposes. They need opportunities to study the handicraft of writing by reading the works of others and seeing models of quality texts. Students must learn to “read as writers” and “write as readers.” Common writing expectations are developed throughout the curriculum. Teachers in all content areas must provide students with the opportunity to write every day, both inside and outside school. As students begin to cohesively write about increasingly sophisticated concepts and ideas, their writing helps ensure their academic success. Driving Principle 8 An effective curriculum for the arts of the English language uses all forms of media to prepare students to live in a society rich in information. In today's dynamic society, all forms of mass media are used to inform and persuade. Competent students apply critical techniques to assess the validity of the information they meet. In a culture where persuasive and invasive media messages abound, students must critically think about what they read, listen and see. The challenge for students is to respond to these multimedia messages personally, critically and creatively. The inclusion of media literacy in South Carolina academic standards recognizes the powerful force of mass media in the 21st century. Today's emerging technologies include many multimedia devices and programs that depend on the appropriate application of technology and therefore require media literacy skills: digital photography, DVD, CD-ROM, high-definition digital television, Internet streaming, MP3 players, non-linear editing (computer/video), PDA (personal digital assistant), PowerPoint presentations, blogs (Weblogs), and more. Critical investigation skills—the ability to question and analyze a message, whether it is textual, visual, auditory, or a combination of these—are a crucial element in literacy education. The production of visual means is also a crucial element, which allows students to acquire and demonstrate an understanding of advertising, aesthetic techniques, public, prejudice, propaganda and intellectual purpose. Integrating vocabulary and skills associated with multimedia presentations into the ELA curriculum helps students develop critical thinking life habits. 15. 10 Driving Principle 9 An effective English language arts curriculum underlines the informative text that is relevant to our increasingly complex and technological world. Today's students are compared with unprecedented amounts of information in a wide range of print and non-print forms. The ability to identify and use information effectively is an essential skill in the modern world. In manyinformation comes in unfiltered formats. Consumers of information must ask questions about the authenticity and reliability of sources. Now, more than ever, students must be prepared to understand, analyze and challenge what they read, listen and see before speculating about its validity. validity.texts are an integral and vital part of the ELA curriculum. Guiding Principle 10 An effective English-language arts curriculum teaches the strategies needed for independent learning. The purpose of education is to create individuals who are independent students and thinkers. Students should be encouraged to develop learning strategies that they practice intentionally and strategically. As contexts become more complex and challenging, students should be able to use these strategies purposefully and successfully. When they are able to determine their own learning strategies and use those that work best for them, students become independent learners; by becoming independent thinkers, they are free to pursue lifelong learning. 16th. 11 Grade--Level Standard 17. 12 Kiindergarten Overviiew Kindergarten students begin to learn to read and write. They develop oral language and literacy at the same time in a print-rich environment. A variety of informative and literary texts Â¦fiction, literary essays, poems and dramaturgies are read aloud to students. Students who are able to read also independently. They use the information contained in the texts to make predictions and identify orally the elements of the story (e.g. characters, settings and events). They also draw conclusions and make inferences. They begin to understand how printing works by understanding the concepts of printing. Kindergarten students need many opportunities to talk about their personal experiences and observations. They expand their vocabulary based on what they read, hear or see. Phonemic awareness develops by segmenting, mixing or manipulating individual sounds in words. Kindergarten students become fluent in their spoken language by reciting family rhymes, poems and songs. Kindergarten students generate ideas for “writing” through oral language. Kindergarten students learn that a “story” is someone’s written thought. They use uppercase and lowercase letters when they write. Using images, letters and/or words, they create written material that follows a logical sequence. They begin to use revision and editing strategies, with teacher support, in whole classrooms or in small groups. Kindergarten students create lists, notes, messages and rhymes. They also create descriptions of experiences, people, places and things. Kindergarten students generate how and why questions on topics of interest. They understand how to use printed and non-printed sources of information. They classify information by constructing categories. 18. 13 READING KINDERGARTEN Comprehension and use of literary texts Standard K-1 The student will begin to read and understand a variety of texts In paper and non-paper format. Students of the kindergarten will start reading four main types of literary texts: narrative, fiction, poetry and theater. In the narrative category, read the following specific types of texts: Illustrated Books and Fantasy. During the Del of literary fiction, autobiographical and biographical splashes are read aloud to students. In the category of poetry, they read nursery rhymes, songs, narrative poems, lyrical poems, humorous poems and free verses. K-1.1 indicators We summarize the main idea and the details of literary texts read aloud. K-1.2 Use images and words to make predictions about a highly read story. K-1.3 Include that a narrator tells the story. K-1.4 Find examples of sound devices (including onomatopoeia and the alteration) in the texts read aloud. K-1.5 generates a revisitation that identifies the characters and the setting of a story and reports the important events in sequential order. K-1.6 discuss how the choice of the words of the author affects the meaning of the text (for example, scream rather than say). K-1.7 uses the relevant details in the summary of highly read stories. K-1.8 Creating answers to literary texts through a variety of methods (for example, writing, creative dramaturgy, visual arts and performative). K-1.9 Recall the characteristics of the fantasy. K-1.10 Explain the cause of an event described in highly read stories. K-1.11 Read regardless of pleasure. 19. 14 Reading Kindergarten Understanding and using standard K-2 informative texts The student will begin to read and understand a variety of information texts in paper and non-paper format. Nursery school students read informative texts (exhibition / persuasive / arguments) of the following types: information books and magazine articles. They also read the indications, graphs and recipes incorporated in informational texts. Indicators K-2.1 summarize the central idea and the details of the information texts read aloud. K-2.2 Analyze texts during classroom discussions to make deductions. K-2.3 finds made in texts read aloud. K-2.4 Create replies to informational texts through a variety of methods (eg drawings, writings and oral presentations). K-2.5 We remind you that the headings and printing styles (for example italics, bold, bold) provide information to the reader. K-2.6 Understanding graphics characteristics (for example, illustrations and graphs). K-2.7 recognizes content tables. K-2.8 Explain the cause of an event described in a loud text. K-2.9 read autonomously to get information. The 20. 15 Kindergarten reading learning to read K-3 standards The student will learn to read applying skills and appropriate strategies. The indicators for this standard in kindergarten until the second elementary focus on the acquisition of reading capacity and strategies and support the five components Â «Understanding, Fluidity, Fonemic Awareness, Phonic and Vocabulary" indicated by the National Reading Panel as fundamental for Learning reading from Baby. Although the phonemic and phonemic awareness indicators are separate, the National Reading Panel found that the most effective way to teach phonemic awareness is in combination with phonetics. These indicators will be evaluated by the teacher in class. Instructions Instructions are provided as basic expectations for education and are not intended as all-encompassing documents. Indicators ORAL LANGUAGE ACQUISITION AND VOCABLE DEVELOPMENT K-3.1 Use images and context to construct the meaning of unknown words in texts read aloud. K-3.2 Create a different form of a familiar word by adding an end of “s” or “eng”. K-3.3 Use vocabulary acquired from different sources (including conversations, texts read aloud and medium). K-3.4 Recognize high-frequency words. (See Instructional Appendix: High Frequency Words.) K-3.5 Understand that smaller words can create compound words. FLUENCY K-3.6 Use oral rhymes, poems and songs to create fluidity. K-3.7 Use an appropriate voice level when speaking. PHONEMIC ASSESSMENT K-3.8 Uses beginning, end, beginning and rhyme sounds to generate words orally. K-3.9 Creates rhyme words in response to an oral prompt. K-3.10 Create words by adding, deleting or changing sounds orally. K-3.11 Use blending to generate words orally. 21st. 16 PHONIC K-3.12 Match short consonant and vowel sounds with appropriate letters. K-3.13 Recognize upper and lower case letters and their order in the alphabet. K-3.14 Identify the initial and final sounds in the words. K-3.15 Classifies words by categories (e.g., beginning and ending sounds). K-3.16 Use blending to start reading words. K-3.17 Start typing words at high frequency. (See Instructional Appendix: High Frequency Words.) K-3.18 Use letters and relationships to sounds to write words. ORAL LANGUAGE ACQUISITION AND DEVELOPMENT OF UNDERSTANDING K-3.19 Use previous knowledge and life experiences to build meaning from texts. K-3.20 Recognize the environmental footprint in forms such as school signs, street signs, restaurant and store signs and logos. PRINT CONCETTS K-3.21 Know the parts of a book (including front and back cover, title and author’s name). K-3.22 Run directionality from left to right and top to bottom on the printed page. K-3.23 Distinguish between letters and words. 22nd. 17 KINDERGARTEN WRITING Developing the K-4 Written Communication Standard The student will begin to create a written work that has a clear focus, sufficient detail, consistent organization, effective use of voice and a proper use of the conventions of the American Written Standard. The instructional appendices are provided as basic expectations for education and are not intended as comprehensive documents. Indicators ORAL LINGUAGE EXPRESSION K-4.1 Generate writing ideas using techniques (e.g., participating in conversations and viewing images). K-4.2 Generate complete sentences orally. FIRST WRITTING DEVELOPMENT K-4.3 Use pictures, letters, or words to tell a story from start to finish. K-4.4 Use letters and To sounds to write words. K-4.5 starts writing high frequency words. (See Adjustment Appendix: High frequency words.) K-4.6 Understanding that a person's name is a really noun. own. Edit writing with support for teachers. K-4.8 Review writing with teacher support. K-4.9 Use uppercase and tiny letters. K-4.10 Use the formation of the appropriate letters during printing. K-4.11 Identifies sounds oral segmenting words. 23. 18 Writing the maternal school that produces written communications in a variety of standard K-5 modules The student will begin to write for a variety of purposes and the public. K-5.1 indicators use the symbols (drawings, letters and words) to create written communications (eg notes, messages and lists) to inform a specific public. K-5.2 Use symbols (drawings, letters and words) to create narratives (for example, stories and diary voices) on 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 (for example, simple rhymes) to entertain others. 24. 19 Retractable gender Application of investigation skills and standard oral communication K-6 The student will begin to access and use information from a variety of sources. Indicators K-6.1 generate as and because questions about a topic of interest. K-6.2 Recognize that information can be found in print sources (for example, books, images, simple graphics and graphs) and non-print sources (eg video, television, film, radio and internet). K-6.3 Classifying information building categories (for example, living and non-living things). K-6.4 Use complete sentences when they communicate orally with others. K-6.5 Follow the oral directions of one and two phases. 25. 20 Grade 1 Overview First quality students apply ability learned to kindergarten as they become more sophisticated readers and writers. They continue to develop oral language and literacy simultaneously in a rich printing environment. The first selections read a variety of literary texts - fiction, literary nonfiction, poetry and drama and information texts. Generate Retools of literary texts that include important characters, setting and events from the text in sequential order. They make forecasts on the texts, summarize what they read and are able to identify the narrator. In informational texts, first-to-degree students identify the functions of the functional text (for example, content tables). They recognize cause-and effect relationships, the difference between facts and opinions and the central idea in the texts. First-level students interpret graphic characteristics (for example, graphs and maps). First-degree students use images, contextual clues and letter / letter / sound relations; spelling models; And a knowledge of the onsets and rimi to decode unfamiliar words. They use letter correspondences, including mixtures and diggers And a knowledge of the basic words and their inflexible finals to determine the meanings of non-family words. They use meaning, phrase structure and letters sound relationships to make self-corrections during reading, reading, use their knowledge of the concepts in the press to understand how the print works. They recognize and use knowledge of words and composite contractions. First-class students use phrase and intonation to read family texts fluently. They use complete sentences when they communicate with others and share information in oral and written formats. First grade students need a lot of opportunities to talk about their personal experiences and observations. They generate ideas and build meaning from these conversations and apply this knowledge to what they read and write. First-class students use images, letters or words to write a story from beginning to end. They use an understanding of the sounds of the alphabet and a knowledge of the names of letters to channel words independently when writing. 26. 21 Grade 1 READING Understanding and use of literary texts Standard 1-1 The student will read and understand a variety of literary texts in print and non-print formats. Students can read four great types of literary texts: fiction, non-fiction literary, poetry and drama. In the category of fiction, they read the following specific types of texts: books of images, fairy tales and fantasy. In the category of literary non-fiction, they read autobiographical and biographical sketches. In the category of poetry, they read the nursery and count rhymes, songs, narrative poems, lyric poems, humorous poems and free verses. The teacher should continue to address previous indicators, as they apply to more difficult texts. Indicators 1-1.1 Summarize the main idea and support the evidence in the literary text during class discussion. 1-1.2 Use images and words to do and review the forecasts on a given literary text. 1-1.3 Analyze a narrative text to determine the narrator. 1-1.4 Find an example of sound devices (including onomatopoeia and alliteration) in lyrics read out loud. 1-1.5 Generate a revisitation that identifies characters and setting in a story and relates important events in sequential order. 1-1.6 Explaining as elements of the author's art (for example, the choice of words) influence the meaning of a given literary text. 1-1.7 Use the relevant details to sum up the read stories out loud. 1-1.8 Creating answers to literary texts through a variety of methods (e.g. writing, creative dramas, and visual and performing arts). 1-1.9 Classifies a text both as fiction and as non-fiction. 1-1.10 Explains the causa-effect relationships presented in the literary text. 1-1.11 Read independently for long periods of time for pleasure. 27. 22 Grade 1 READING Understanding and use of informative texts Standard 1-2 The student will read and understand a variety of informative texts in print and non-print formats. Theable to read information texts (expository/persuasive/argumentative) of the following types: informative business books, textbooks and journal articles. They also read indications, charts and recipes incorporated into informative texts. The teacher The teacher should continue to consider the above indicators, as they apply to more complex texts. 1-2.3 Distinguish between facts and opinions. 1-2.4 Create responses to informative texts by various methods (e.g. drawing, writing and oral presentations). 1-2.5 Understanding the Header 1-2.6 Use graphic elements (e.g. illustrations, graphs, graphs, and maps) as sources of information. 1-2.7 Use functional text elements (including content indexes). 1-2.8 Explain the cause-effect relationships presented in the information texts. 1-2.9 Read independently for long periods of time to get information. 28th. 23 Grades 1 READING Learn to read Standard 1-3 The student will learn to read by applying appropriate skills and strategies. Indicators for this standard in pre-school through grade 2 focus on the acquisition of reading skills and strategies and support the five components of “understanding, fluency, phonemic awareness, phonics and vocabulary” identified by the National Reading Panel as critical to a childâs reading learning. These indicators will be evaluated by the teacher in class. Although the phonemic and phonemic awareness indicators are separate, the National Reading Panel found that the most effective way to teach phonemic awareness is in combination with phonetics. The teacher should continue to consider the above indicators as they apply to more difficult texts. The instructional appendices are provided as basic expectations for education and are not intended as comprehensive documents. Indicators ORAL LANGUAGE ACQUISITION AND VOCABLE DEVELOPMENT 1-3.1 Use images, context, and letter-sound relationships to read unfamiliar words. 1-3.2 Identifies basic words and their flexural ends (including -s, -es, -ing, -ed, -er and -est). (See Instructional Appendix: Prefixes and suffixes.) 1-3.3 Use vocabulary acquired from different sources (including conversations, texts read aloud and medium). 1-3.4 Recognize high-frequency words encountered in texts. 1-3.5 Understand the relationship between two or more words (including synonyms, opposites and homonyms). 1-3.6 Use structural analysis to determine the meaning of compound words and contractions. FLUENCY 1-3.7 Use appropriate speed, word automation, phrasing, intonation and expression to read fluently. 1-3.8 Use the appropriate level and intonation when speaking and reading aloud. 29th. 24 PHONEMIC CONNECTION 1-3.9 Create rhyme words in response to an oral prompt. 1-3.10 Create words by adding, deleting or changing sounds. 1-3.11 Use blending to generate words orally. 1-3.12 Use OnSets and Rimi to decode and generate words. 1-3.13 Use the knowledge of the names of letters and their corresponding sounds to write words independently. 1-3.14 Organise a series of words by alphabetizing the first letter. 1-3.15 Identify the beginning, middle and final sounds in single words syllables. 1-3.16 Classify words into categories (e.g. beginning and end sounds). 1-3.17 Use the mixture to be read. 1-3.18 Write three- and four-letter vocal words and high-frequency words correctly. (See Teaching Appendix: High Frequency Words.) 1-3.19 Use known words to write new words. Oral Language Acquisition and Understanding Development 1-3.20 Using images and words to build meaning. 1-3.21 Recognize environmental press (e.g. school signs, road signs, restaurant and shop with logos). Concepts on Printing 1-3.22 Know the parts of a book (including front and back covers, title, author and illustrator names). 1-3.23 Run left to right, top and bottom and bottom directionality on the printed page. 1-3.24 Distinguish between letters, words and sentences. 30. 25 Grade 1 Writing Development Written Communication Standards 1-4 The student will create a written work that has a clear focus, sufficient detail, consistent organization, effective use of voice and proper use of the Written English conventions of Standard English. The teacher should continue to address the above indicators as they apply to more difficult texts. The educational appendices are provided as the basic expectations for the instructions and are not intended to be all-inclusive documents. Indicators 1-4.1 Generate writing ideas using techniques (e.g., 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 start to finish. 1-4.4 Use grammatical conventions of written English American English, including personal pronouns, common and proper nouns, singular and plural nouns, and conjunctions (and, but, or). (See the didactic appendix: the composite writing matrix.) 1-4.5 Review for word choice and simple sentence structure in written works. (See the didactic appendix: the composite writing matrix.) 1-4.6 Change for the correct use of standard American written English, including â¨¢ Capitalization â¨¨ “First word of a sentence, â¨¨” names of people, and â¨¨” pronoun IO; â¨¢ Punctuation â¨” Periods, â¨” exclamation points and â¨¨” question marks; and â¨¢ Spelling – high-frequency words and – three- and four-letter vocal words. (See Appendix Instructional: Composite Writing Matrix.) 1-4.7 Use the appropriate spacing between words. 31. 26 1-4.8 an appropriate word formation by writing from left to right letters that write a word. 1-4.9 Identifies sounds by mouth and in writing by segmenting words. 32. 27 Grade 1 Writing producing written communications in a variety of standard modules 1-5 the student will do itFor a variety of purposes and public. The teacher should continue to consider previous indicators as they apply to more difficult texts. 1-5.3 Create written texts (for example, thanksgiving notes) for a specific audience. 1-5.2 Create stories (for example, stories and diary articles) on people, places, actions or things. 1-5.3 Create written texts that describe personal experiences, people, places or things and that they use words that attract the senses. 1-5.4 Create written texts (for example, simple rhymes and poems) to entertain others. The 33. 28 grade 1 search Application of the Survey Competences and Oral Communication Standard 1-6 The student will access and use information from a variety of sources. The teacher should continue to consider previous indicators as they apply to more difficult texts. 1-6.3 Creating categories (eg, plants and animals) to classify information. 1-6.4 Use the Internet with the help of a teacher. 1-6.5 Use complete sentences when talking about topics of interest. 1-6.3 Creating categories (eg, plants and animals) to classify information. 1-6.4 Use the Internet with the help of a teacher. 1-6.5 1-6.6 follow one- and two step oral indications. 34. 29 Grade 2 Overview second-class students apply and expand their reading capacities to understand and appreciate progressively more difficult texts. Read a variety of information texts and four main types of literary texts: narrative, fiction, poetry and theater. Identifies the details that support the main idea of a literary text and identify and analyze figurative language and sound devices. They include as elements of the craft of the author can influence the meaning of the texts. Create answers to literary and informational texts in a variety of ways. When they read the information texts, second-class students understand that headers, subinterprets and print styles provide information to the reader. They recognize the logical sequence and order used in these texts, and they draw conclusions, they make deductions, distinguish between facts and opinions, and analyze the central ideas in them. In the second class, students identify the meanings of unknown words using contextual clues. They use the knowledge of the beginning, half and the end of sounds in words; prefixes and suffixes; Basic words; And begin and rhymes to decode unknown multisyllabic words. They recognize high frequency words and choose synonyms, antonyms and appropriate homonyms to build vocabulary. Alphabetize the words to the second and third letter. Second-generation students generate written systems that include a start, half and end. They use revision strategies to improve the organization and development of ideas and use draft correction to change the Standard American English in writing. Second-class pupils create exhibition and narrative writing. They write rhymes, poems and songs. Second degreeFollow the multistep oral directions. They understand the importance of using standard American English in formal and classy situations and respond appropriately when they participate in conversations and discussions. They use strategies (for example, changes in voice, phrasing and expression) to develop fluidity in reading and language. They include the purpose of various reference and reference materials electronic (for example, image dictionaries) and generate as and because questions about a topic of interest. 35. 30 Grade 2 Read the understanding and use of standard literary texts 2-1 The student reads and will understand a variety of literary texts in print formats and not printing. Grado two students read four main types of literary texts: fiction, literary literary, poetry and drama. In the fiction category, read the following specific types of texts: historical fiction, realistic contemporary fiction, photo books, folktales, fairy tales, tales and fantasy. In the category of literary essays, read autobiographical and biographical splashes. In the category of poetry, they read narrative poems, lyrical poems, humorous poems and free verses. The teacher should continue to face the previous indicators as they apply to more difficult texts. Indicators 2-1.1 Analyze the details that support the expression of the main idea in a given literary text. 2-1.2 Analyze a certain literary text to do, review and confirm the forecasts. 2-1.3 Analyze the text to determine the narrator. 2-1.4 Find examples of figurative language devices (including similar) and audio devices (including onomatopoeia and alteration). 2-1.5 Analyze a narrative text to identify characters, setting and texture. 2-1.6 explains the effect of the author's job (for example, choice of the word and the use of repetition) on the meaning of a certain literary text. 2-1.7 Create answers to literary texts through a variety of methods (for example, writing, creative dramatic and visual and performing arts). 2-1.8 Classifying fiction works (including fairy tales, high stories and folktales) and wisdom jobs (including biographies) for features. 2-1.9 explains the cause-and-effect relationships in literary texts. 2-1.10 Read regardless of long periods of time for pleasure. 36. 31 31 Grade 2 Reading of the understanding and use of standard information texts 2-2 The student reads and will include a variety of information texts in print formats and without printing. Students able two laws information (Expository / persuasive / argumentative) Texts of the following types: Information books, textbooks, magazine items. Also read driving directions, maps, time lines, graphics, tables, graphics, schedules, recipes and photos built into information texts. The teacher continue to address previous indicators as they apply to more difficult texts. Indicators 2-2.1 Analyzes the central idea and supporting evidence in an informative text during class2-2.3 Distinguishing facts and opinions in information texts 2-2.4 Create answers to informational texts with various methods (eg drawings, writings and oral presentations) 2-2.5 Use headers, subtitles and printing styles (for example italics, bold, bold , Greater) 2-2.6 Use graphic elements (eg illustrations, graphs, graphics, maps and diagrams) as information sources. 2-2.7 Use functional textual elements (including indices and glossaries) as information sources. 2-2.8 Explain the cause-effect relationships in informational texts. 2-2.9 read autonomously for long periods of time to get information. 37. 32 grade 2 Reading Vocabulary of standard construction 2-3 The student will use the analysis of words and vocabulary strategies to read fluently. The indicators for this standard in kindergarten until the second elementary focus on the acquisition of reading capacity and strategies and support the five components Â «Understanding, Fluidity, Fonemic Awareness, Phonic and Vocabulary" indicated by the National Reading Panel as fundamental for Learning reading by a child. These indicators will be evaluated by the class teacher. At the second elementary, the five components are supported. However, the component of understanding is specifically treated in standards 1 and 2. Fonemic awareness, even if not explicitly declared, should be addressed with individual students, if necessary. The teacher should continue to consider previous indicators as they apply to more difficult texts. Instructive appendages are provided as basic expectations for education and are not intended as omnicomprensive documents. Vocabular development indicators 2-3.1 Use contextual clues to determine the meaning of unknown words. 2-3.2 Building meaning through knowledge of basic words, prefixes (including un-, pre-, bi-, dis-) and suffix (included -er, -est, -ful) in the context. (See Adjustment Appendix: Prefissi and Suffissi.) 2-3.3 Recognize high frequency words in the context. (See Adjustment Appendix: High frequency words.) 2-3.4 Identify idioms in the context. 2-3.5 Recognize synonyms, antonyms and homonyms in the context. 2-3.6 Use the knowledge of individual words to determine the meaning of composed words. Fluency 2-3.7 Use the appropriate speed, the automation of words, phrasing and expression to read fluently. 38. 33 Fox 2-3.8 Use the knowledge of the spelling patterns and high-frequency words to read fluently. 2-3.9 Analyze the spelling patterns in the context and parts of multi-part words (for example, beginning and rhymes). 2-3.10 The spelling often used correctly irregular words (for example, was, was, he says, he said, who, what, why). 2-3.11 Short voice sight of Long vowel, re-controlled, and consonant- correctly merge patterns. 2-3.12 Write high frequency words. (See InstructionsHigh-frequency words.) 2-3.13 Apply literacy knowledge of a series of words to the second and third letter. 39. 34 Degree 2 SCRITTURE Development of Communication Writing Standard 2-4 The student will create a written work that has a clear focus, sufficient details, consistent organization, effective use of voice and correct use of standard American English written conventions. The teacher should continue to consider previous indicators as they apply to more difficult texts. Educational appendages are provided as basic expectations for education and are not intended as ubiquitous documents. Indicators 2-4.1 Generate writing ideas using pre-writing techniques (for example, create lists, discuss and examine literary models). 2-4.2 Use complete sentences (including simple sentences with compound and preached arguments) in writing. 2-4.3 Create a paragraph that follows a logical sequence (including a start, center and end) and use transition words. 2-4.4 Using grammar words the conventions of American Standard English, including “personal names, “common and proper nouns, “single and plural nouns, “correct adjectives and “conjunctions” (and, but, o). (See Instruction Appendix: Composite Writing Matrix.) 2-4.5 Review the organization and development of content and the quality of voice in written works. (See Instruction Appendix: Composite Writing Matrix.) 2-4.6 Modified for the correct use of the written Standard American English, including own names, initials of the name of a person, courtesy titles (Mr., Ms.), days of the week, months of the year, and 35 “pointings” apostrophes in the contractions, “virgographics” in a series, “virgographics” (See Instruction Appendix: High-frequency words.) 2-4.7 Use appropriate spacing between words when writing on a page. 2-4.8 Use a correct formation of letters when using a manuscript or a course. 41. 36 Grade 2 SCRITTURE Produce written communications in a variety of shapes Standard 2-5 The student will write for a variety of purposes and public. The teacher should continue to consider previous indicators as they apply to more difficult texts. 2-5.3 Create written articles describing objects, people, places or events and using words that attract senses. 2-5.4 Create written articles (for example, rhymes, rhymes, etc.) poems and songs) to entertain others. 42. 37 Grade 2 RESEARCHThe competences of the piquy and standard oral communication 2-6 the student will access and use information from a variety of sources. The teacher should continue to apply to previous indicators, as they apply to more difficult texts. Indicators 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, images, graphics, diagrams, and image dictionaries) and non-print sources to access the information. 2-6.3 Create categories (eg solids and liquids) to classify information. 2-6.4 Use the Internet with the help of a teacher. 2-6.5 Use standard American English when appropriate in conversations and discussions. 2-6.6 follow Multistep indications. 43. 38 Grade 3 Overview Third-degree students begin to determine reading preferences that will put the foundations for their reading throughout life. They use the skills that have acquired in previous grades to understand more challenging texts. Read a variety of information texts, as well as four large types of literary texts, essays, literary non-fiction, poetry and drama, both inside and outside the class. Students respond to literary and informational texts in a variety of ways. They begin to examine as an author uses words to transmit meaning. The Third Destararies learn how the structure of a text supports meaning and how the graphic characteristics included in a text help the understanding of the reader. Students link between their personal experiences, the texts that read, and the world. The Third Narecares develop vocabulary strategies and skills of analysis of words. Students build meaning in context through a knowledge of basic words and bees. The vocabulary that acquires through their transfers of readings to their oral and written communication. Writing to describe, to entertain, and to inform various public, students in the third elementary plan, draw up, review, and modify both narrative and informative works. Take care of the content and development, to the organization, the quality of the voice, and to the correct use of American English Standard in their written works. Third-level students are actively involved in collecting information through reading, oral communication and research on topics that are relevant to their lives. Access information using print materials and reference electronics. Students create a list of sources they use and demonstrate in their writing a clear distinction between their own ideas and ideas. In third grade, students read and write about people, places and events related to South Carolina. 44. 39 Grade 3 Reading Understanding and using standard literary texts 3-1 The student read and A variety of literary texts in print formats and not printing. Third degree students read four main types of literary texts: fiction, literary non-fiction, poetry and drama. In the fiction category, read the following specific types of texts: Chapter Books, Adventure Stories, Adventure, narrative, contemporary realistic narrative, illustrated books, folklore, legends, fairy tales, stories, myths and fantasies. In the category of literary essay, they read personal essays, autobiographical sketches and biographical and speeches. In the category of poetry, they read narrative poems, lyric poems, humorous poems and free verses. The teacher should continue to consider previous indicators as they apply to more difficult texts. 3-1.3 Analyze the text to determine the personal viewpoint. 3-1.4 Distinguish between figurative language devices (including similarities, metaphors, personifications and hyperboles) and 3-1.5 Analyse the relationship between characters, settings and plots in a given literary text 3-1.6 Analyse the effect of the author's craft (for example, the choice of words and the structure of the sentence) on the meaning of a given literary text 3-1.7 Create answers to literary texts with various methods (e.g. writing) 3-1.8 Classify narrative works (including tales, tales and folklorics) and essay works (including biographies) for characteristics. 3-1.9 Recognize the characteristics of poetry (including strophe, rhymes and repetitions). 3-1.10 Analyze causa-effect relationships in literature texts. 3-1.11 Read independently for long periods of time for pleasure. 45. 40 Grade 3 LETTURE Understanding and use of information texts Standard 3-2 The student will read and understand a variety of informative texts in printed and unprinted formats. Students of the third year read informative texts (positive/persuasive/argumentative) of the following types: essays, historical documents, textbooks, textbooks, news articles, newspaper articles, advertising, encyclopedia articles, books reviews, magazines and speeches. They also read indications, maps, timelines, charts, tables, charts, calendars, recipes and photos embedded in the informative texts. The teacher should continue to consider previous indicators as they apply to more difficult texts. 3-2.2 Analyze informative texts to draw conclusions and draw conclusions. 3-2.3 Distinguish facts and opinions in the informative texts. 3-2.4 Creating answers to informative texts with various methods (e.g. drawings, writings and oral presentations). 3-2.5 Use headers, subheads 3-2.6 Use graphic elements (including illustrations, charts, charts, maps, diagrams and graphic organizers) as information sources. 3-2.7 Use functional texts(including content tables, glossaries and indexes) as information sources. 3-2.8 Analyze information texts to identify cause-and-effect relationships. 3-2.9 Read independently for prolonged periods of time to get information. 46. â €

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