

Main Criteria: Classroom Supplement Units Grade 1
Secondary Criteria: South Carolina Academic Standards
Subject: Language Arts
Grade: 1

Classroom Supplement Units Grade 1

Pre-writing

South Carolina Academic Standards

Language Arts

Grade 1 - Adopted: 2015

STANDARD / COURSE	SC.1.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.I.1.	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
PERFORMANCE DESCRIPTOR / STANDARD	1.I.1.1.	Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.
STANDARD / COURSE	SC.1.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.I.2.	Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
PERFORMANCE DESCRIPTOR / STANDARD	1.I.2.1.	Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.2.1.	Distinguish long from short vowel sounds in spoken single-syllable words.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.3.1.	Demonstrate the sound correspondences for common consonant blends and digraphs.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.3.4.	Use final -e and common vowel team conventions to read words with long vowel sounds.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE	1.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD		
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.4.1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.4.2.	Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.4.3.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.5.1.	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.6.1.	Describe the relationship between the illustrations and the characters, setting or events.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.7.	Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.7.1.	Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.8.	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.8.1.	Read or listen closely to:
INDICATOR	1.RL.MC.8.1.1.a.	Describe characters' actions, and feelings.
INDICATOR	1.RL.MC.8.1.1.c.	Describe setting.
INDICATOR	1.RL.MC.8.1.1.d.	Identify the plot including problem and solution.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS .	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS .9.	Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS .9.2.	Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS .	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS .10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS .10.1.	Ask and answer questions about known and unknown words.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS .10.2.	Identify new meanings for familiar words and apply them accurately.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS .10.4.	Identify the individual words used to form a compound word.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS .	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS .11.	Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS .11.2.	Distinguish who is telling the story at various points in a text, the narrator or characters.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.RC. 13.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	1.RL.RC. 13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.2.1 .	Distinguish long from short vowel sounds in spoken single-syllable words.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.2.2 .	Produce single-syllable words by blending sounds, including consonant blends in spoken words.

STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.3.1	Demonstrate the sound correspondences for common consonant blends and digraphs.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.3.4.	Use final -e and common vowel team conventions to read words with long vowel sounds.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4.1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4.2.	Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4.3.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.MC.5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	1.RI.MC.5.1.	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.LCS.9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	1.RI.LCS.9.2.	Identify new meanings for familiar words and apply them accurately.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.RC.12.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE /	1.RI.RC.12.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

STAGE		
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.MCC.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXAMPLE / STAGE	1.W.MCC.3.1.	Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.4.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.1.	Use common, proper, and possessive nouns.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.2.	Use singular and plural nouns with matching verbs in basic sentences.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.3.	Use personal, possessive, and indefinite pronouns.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.5.	Use adjectives and adverbs.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.8.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.2.	Use:
INDICATOR	1.W.L.5.2.a.	Periods, question marks, and exclamation marks at the end of sentences.
INDICATOR	1.W.L.5.2.b.	Commas in dates and to separate items in a series.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.3.	Use conventional spelling for words with common spelling patterns.
GRADE LEVEL EXAMPLE /	1.W.L.5.4.	Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.

STAGE		
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.RC.6	Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
GRADE LEVEL EXAMPLE / STAGE	1.W.RC.6 .1.	Write routinely and persevere in writing tasks for a variety of purposes and audiences.
GRADE LEVEL EXAMPLE / STAGE	1.W.RC.6 .2.	Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.
STANDARD / COURSE	SC.1.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.C.MC.1	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1 .1.	Explore and create meaning through conversation, drama, questioning, and storytelling.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1 .2.	Practice the skills of taking turns, listening to others, and speaking clearly.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1 .4.	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1 .5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

Unit 1

South Carolina Academic Standards

Language Arts

Grade 1 - Adopted: 2015

STANDARD / COURSE	SC.1.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.I.1.	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
PERFORMANCE DESCRIPTOR / STANDARD	1.I.1.1.	Translate "wonderings" into questions that lead to group conversations, explorations, and investigations.
STANDARD / COURSE	SC.1.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.I.2.	Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
PERFORMANCE DESCRIPTOR / STANDARD	1.I.2.1.	Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.
STANDARD / COURSE	SC.1.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS /	1.I.3.	Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	1.1.3.1.	Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.2.1.	Distinguish long from short vowel sounds in spoken single-syllable words.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.3.1.	Demonstrate the sound correspondences for common consonant blends and digraphs.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.4.1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.4.2.	Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.4.3.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.5.1.	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.6.	Summarize key details and ideas to support analysis of thematic development.

STANDARD		
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.6.1.	Describe the relationship between the illustrations and the characters, setting or events.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.8.	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.8.1.	Read or listen closely to:
INDICATOR	1.RL.MC.8.1.1.a.	Describe characters' actions, and feelings.
INDICATOR	1.RL.MC.8.1.1.c.	Describe setting.
INDICATOR	1.RL.MC.8.1.1.d.	Identify the plot including problem and solution.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS.9.	Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS.9.2.	Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS.10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS.10.1.	Ask and answer questions about known and unknown words.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS.10.2.	Identify new meanings for familiar words and apply them accurately.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS.11.	Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS.11.2.	Distinguish who is telling the story at various points in a text, the narrator or characters.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.RC.	Range and Complexity (RC)

PERFORMANCE DESCRIPTOR / STANDARD	1.RL.RC.13.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	1.RL.RC.13.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	1.RL.RC.13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.2.1.	Distinguish long from short vowel sounds in spoken single-syllable words.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.2.2.	Produce single-syllable words by blending sounds, including consonant blends in spoken words.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.3.1.	Demonstrate the sound correspondences for common consonant blends and digraphs.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4.1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4.2.	Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4.3.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.MC.5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	1.RI.MC.5.1.	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)

COURSE		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.LCS.9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	1.RI.LCS.9.2.	Identify new meanings for familiar words and apply them accurately.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.RC.12.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	1.RI.RC.12.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	1.RI.RC.12.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.MCC.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXAMPLE / STAGE	1.W.MCC.3.1.	Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.4.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.5.	Use adjectives and adverbs.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.8.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.3.	Use conventional spelling for words with common spelling patterns.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.4.	Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.

STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.RC.6	Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
GRADE LEVEL EXAMPLE / STAGE	1.W.RC.6 .1.	Write routinely and persevere in writing tasks for a variety of purposes and audiences.
STANDARD / COURSE	SC.1.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.C.MC.1	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1 .1.	Explore and create meaning through conversation, drama, questioning, and story-telling.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1 .2.	Practice the skills of taking turns, listening to others, and speaking clearly.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1 .4.	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1 .5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.
STANDARD / COURSE	SC.1.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.C.LCS.	Language, Craft and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.C.LCS. 5.	Incorporate craft techniques to engage and impact audience and convey messages.
GRADE LEVEL EXAMPLE / STAGE	1.C.LCS. 5.1.	Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.

Unit 2

South Carolina Academic Standards

Language Arts

Grade 1 - Adopted: 2015

STANDARD / COURSE	SC.1.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.I.1.	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
PERFORMANCE DESCRIPTOR / STANDARD	1.I.1.1.	Translate "wonderings" into questions that lead to group conversations, explorations, and investigations.
STANDARD / COURSE	SC.1.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL	1.I.2.	Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	1.1.2.1.	Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.
STANDARD / COURSE	SC.1.1.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.1.5.	Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.
PERFORMANCE DESCRIPTOR / STANDARD	1.1.5.1.	Recognize the value of individual and collective thinking.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.2. 1.	Distinguish long from short vowel sounds in spoken single-syllable words.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.3. 1.	Demonstrate the sound correspondences for common consonant blends and digraphs.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.3. 4.	Use final -e and common vowel team conventions to read words with long vowel sounds.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.4. 1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.4. 2.	Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.4. 3.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC. 5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.5.1.	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.6.1.	Describe the relationship between the illustrations and the characters, setting or events.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.7.	Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.7.1.	Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.8.	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.8.1.	Read or listen closely to:
INDICATOR	1.RL.MC.8.1.1.a.	Describe characters' actions, and feelings.
INDICATOR	1.RL.MC.8.1.1.c.	Describe setting.
INDICATOR	1.RL.MC.8.1.1.d.	Identify the plot including problem and solution.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS.9.	Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS.9.1.	Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS.9.2.	Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE	1.RL.LCS	Apply a range of strategies to determine and deepen the meaning of known,

DESCRIPTOR / STANDARD	.10.	unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS .10.1.	Ask and answer questions about known and unknown words.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS .10.2.	Identify new meanings for familiar words and apply them accurately.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS .10.4.	Identify the individual words used to form a compound word.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS .11.	Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS .11.2.	Distinguish who is telling the story at various points in a text, the narrator or characters.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS .12.	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS .12.1.	Classify literary texts according to characteristics of a genre.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.RC. 13.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	1.RL.RC. 13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.2.1	Distinguish long from short vowel sounds in spoken single-syllable words.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.2.2	Produce single-syllable words by blending sounds, including consonant blends in spoken words.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL	1.RI.P.	Principles of Reading (P)

QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.3.1	Demonstrate the sound correspondences for common consonant blends and digraphs.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.3.4.	Use final -e and common vowel team conventions to read words with long vowel sounds.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4.1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4.2.	Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4.3.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.MC.5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	1.RI.MC.5.1.	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.MC.6.	Summarize key details and ideas to support analysis of central ideas.
GRADE LEVEL EXAMPLE / STAGE	1.RI.MC.6.1.	Retell the central idea and key details to summarize a text heard, read, or viewed.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.LCS.8.	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.
GRADE LEVEL EXAMPLE / STAGE	1.RI.LCS.8.1.	Identify words, phrases, illustrations, and photographs used to provide information.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE	1.RI.LCS.	Language, Craft, and Structure (LCS)

AND SKILLS / ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.LCS.9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	1.RI.LCS.9.1.	Ask and answer questions about known and unknown words in a text.
GRADE LEVEL EXAMPLE / STAGE	1.RI.LCS.9.2.	Identify new meanings for familiar words and apply them accurately.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.LCS.11.	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.
GRADE LEVEL EXAMPLE / STAGE	1.RI.LCS.11.2.	Identify the reasons an author gives to support a position.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.RC.12.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	1.RI.RC.12.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.MCC.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.
GRADE LEVEL EXAMPLE / STAGE	1.W.MCC.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.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.MCC.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXAMPLE / STAGE	1.W.MCC.3.1.	Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.L.	Language (L)
PERFORMANCE	1.W.L.4.	Demonstrate command of the conventions of standard English grammar and usage

DESCRIPTOR / STANDARD		when writing and speaking.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.1	Use common, proper, and possessive nouns.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.2	Use singular and plural nouns with matching verbs in basic sentences.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.3	Use personal, possessive, and indefinite pronouns.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.5	Use adjectives and adverbs.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.8	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.2.	Use:
INDICATOR	1.W.L.5.2. a.	Periods, question marks, and exclamation marks at the end of sentences.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.3.	Use conventional spelling for words with common spelling patterns.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.4	Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.RC.6	Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
GRADE LEVEL EXAMPLE / STAGE	1.W.RC.6 .1.	Write routinely and persevere in writing tasks for a variety of purposes and audiences.
STANDARD / COURSE	SC.1.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.C.MC.1	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1.1.	Explore and create meaning through conversation, drama, questioning, and storytelling.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1.2.	Practice the skills of taking turns, listening to others, and speaking clearly.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1.4.	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1.5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.
STANDARD / COURSE	SC.1.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.C.LCS.	Language, Craft and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.C.LCS.5.	Incorporate craft techniques to engage and impact audience and convey messages.
GRADE LEVEL EXAMPLE / STAGE	1.C.LCS.5.1.	Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.

Unit 3

South Carolina Academic Standards

Language Arts

Grade 1 - Adopted: 2015

STANDARD / COURSE	SC.1.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.I.1.	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
PERFORMANCE DESCRIPTOR / STANDARD	1.I.1.1.	Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.
STANDARD / COURSE	SC.1.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.I.2.	Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
PERFORMANCE DESCRIPTOR / STANDARD	1.I.2.1.	Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.
STANDARD / COURSE	SC.1.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.I.5.	Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.
PERFORMANCE DESCRIPTOR / STANDARD	1.I.5.1.	Recognize the value of individual and collective thinking.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.

GRADE LEVEL EXAMPLE / STAGE	1.RL.P.2.1.	Distinguish long from short vowel sounds in spoken single-syllable words.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.3.1.	Demonstrate the sound correspondences for common consonant blends and digraphs.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.3.4.	Use final -e and common vowel team conventions to read words with long vowel sounds.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.4.1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.4.2.	Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.4.3.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.5.1.	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.6.1.	Describe the relationship between the illustrations and the characters, setting or events.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE	1.RL.MC.	Analyze the relationship among ideas, themes, or topics in multiple media and

DESCRIPTOR / STANDARD	7.	formats, and in visual, auditory, and kinesthetic modalities.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.7.1.	Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.8.	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.8.1.	Read or listen closely to:
INDICATOR	1.RL.MC.8.1.1.a.	Describe characters' actions, and feelings.
INDICATOR	1.RL.MC.8.1.1.c.	Describe setting.
INDICATOR	1.RL.MC.8.1.1.d.	Identify the plot including problem and solution.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS.9.	Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS.9.2.	Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS.10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS.10.1.	Ask and answer questions about known and unknown words.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS.10.2.	Identify new meanings for familiar words and apply them accurately.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS.10.4.	Identify the individual words used to form a compound word.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS.11.	Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS.11.2.	Distinguish who is telling the story at various points in a text, the narrator or characters.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS .	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS .12.	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS .12.2.	Recognize how the author uses crafted text structures of recurring phrases and dialogue.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.RC. 13.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	1.RL.RC. 13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.2.1 .	Distinguish long from short vowel sounds in spoken single-syllable words.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.2.2 .	Produce single-syllable words by blending sounds, including consonant blends in spoken words.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.3.1 .	Demonstrate the sound correspondences for common consonant blends and digraphs.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.3. 4.	Use final -e and common vowel team conventions to read words with long vowel sounds.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4. 1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4. 2.	Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.

GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4.3.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.MC.5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	1.RI.MC.5.1.	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.LCS.9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	1.RI.LCS.9.2.	Identify new meanings for familiar words and apply them accurately.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.RC.12.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	1.RI.RC.12.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.MCC.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXAMPLE / STAGE	1.W.MCC.3.1.	Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.4.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.3.	Use personal, possessive, and indefinite pronouns.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.4.	Use verbs to convey a sense of past, present, and future.
GRADE LEVEL	1.W.L.4.5.	Use adjectives and adverbs.

EXAMPLE / STAGE	.	
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.8	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.2.	Use:
INDICATOR	1.W.L.5.2.a.	Periods, question marks, and exclamation marks at the end of sentences.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.3.	Use conventional spelling for words with common spelling patterns.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.4	Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.RC.6	Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
GRADE LEVEL EXAMPLE / STAGE	1.W.RC.6.1.	Write routinely and persevere in writing tasks for a variety of purposes and audiences.
STANDARD / COURSE	SC.1.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.C.MC.1	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1.1.	Explore and create meaning through conversation, drama, questioning, and storytelling.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1.2.	Practice the skills of taking turns, listening to others, and speaking clearly.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1.4.	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1.5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

Unit 4

South Carolina Academic Standards

Language Arts

Grade 1 - Adopted: 2015

STANDARD / COURSE	SC.1.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.I.1.	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
PERFORMANCE DESCRIPTOR / STANDARD	1.I.1.1.	Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.
STANDARD / COURSE	SC.1.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.I.2.	Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
PERFORMANCE DESCRIPTOR / STANDARD	1.I.2.1.	Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.
STANDARD / COURSE	SC.1.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.I.3.	Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
PERFORMANCE DESCRIPTOR / STANDARD	1.I.3.1.	Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.
STANDARD / COURSE	SC.1.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.I.5.	Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.
PERFORMANCE DESCRIPTOR / STANDARD	1.I.5.1.	Recognize the value of individual and collective thinking.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.2. 1.	Distinguish long from short vowel sounds in spoken single-syllable words.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.3. 1.	Demonstrate the sound correspondences for common consonant blends and digraphs.

GRADE LEVEL EXAMPLE / STAGE	1.RL.P.3.4.	Use final -e and common vowel team conventions to read words with long vowel sounds.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.4.1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.4.2.	Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.5.1.	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.6.1.	Describe the relationship between the illustrations and the characters, setting or events.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.7.	Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.7.1.	Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.8.	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.8.1.	Read or listen closely to:
INDICATOR	1.RL.MC.	Describe characters' actions, and feelings.

	8.1.1.a.	
INDICATOR	1.RL.MC. 8.1.1.c.	Describe setting.
INDICATOR	1.RL.MC. 8.1.1.d.	Identify the plot including problem and solution.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS .9.	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS .9.2.	Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS .10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS .10.2.	Identify new meanings for familiar words and apply them accurately.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS .11.	Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS .11.2.	Distinguish who is telling the story at various points in a text, the narrator or characters.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.RC. 13.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	1.RL.RC. 13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.2.1	Distinguish long from short vowel sounds in spoken single-syllable words.
GRADE LEVEL EXAMPLE /	1.RI.P.2.2	Produce single-syllable words by blending sounds, including consonant blends in spoken words.

STAGE		
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.3.1	Demonstrate the sound correspondences for common consonant blends and digraphs.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.3.4.	Use final -e and common vowel team conventions to read words with long vowel sounds.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4.1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4.2.	Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.MC.5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	1.RI.MC.5.1.	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.MC.6.	Summarize key details and ideas to support analysis of central ideas.
GRADE LEVEL EXAMPLE / STAGE	1.RI.MC.6.1.	Retell the central idea and key details to summarize a text heard, read, or viewed.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.LCS.8.	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.
GRADE LEVEL EXAMPLE / STAGE	1.RI.LCS.8.1.	Identify words, phrases, illustrations, and photographs used to provide information.

STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.LCS.9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	1.RI.LCS.9.1.	Ask and answer questions about known and unknown words in a text.
GRADE LEVEL EXAMPLE / STAGE	1.RI.LCS.9.2.	Identify new meanings for familiar words and apply them accurately.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.LCS.11.	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.
GRADE LEVEL EXAMPLE / STAGE	1.RI.LCS.11.2.	Identify the reasons an author gives to support a position.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.RC.12.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	1.RI.RC.12.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.MCC.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.
GRADE LEVEL EXAMPLE / STAGE	1.W.MCC.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.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.MCC.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXAMPLE / STAGE	1.W.MCC.3.1.	Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS /	1.W.L.	Language (L)

ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.4.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.1	Use common, proper, and possessive nouns.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.2	Use singular and plural nouns with matching verbs in basic sentences.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.4	Use verbs to convey a sense of past, present, and future.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.5	Use adjectives and adverbs.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.8	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.2.	Use:
INDICATOR	1.W.L.5.2. a.	Periods, question marks, and exclamation marks at the end of sentences.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.3.	Use conventional spelling for words with common spelling patterns.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.4	Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.RC.6	Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
GRADE LEVEL EXAMPLE / STAGE	1.W.RC.6 .1.	Write routinely and persevere in writing tasks for a variety of purposes and audiences.
STANDARD / COURSE	SC.1.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.C.MC.	Meaning and Context (MC)

PERFORMANCE DESCRIPTOR / STANDARD	1.C.MC.1	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1.1.	Explore and create meaning through conversation, drama, questioning, and storytelling.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1.2.	Practice the skills of taking turns, listening to others, and speaking clearly.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1.4.	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1.5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.
STANDARD / COURSE	SC.1.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.C.MC.3	Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.3.2.	Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.

Unit 5

South Carolina Academic Standards

Language Arts

Grade 1 - Adopted: 2015

STANDARD / COURSE	SC.1.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.I.1.	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
PERFORMANCE DESCRIPTOR / STANDARD	1.I.1.1.	Translate "wonderings" into questions that lead to group conversations, explorations, and investigations.
STANDARD / COURSE	SC.1.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.I.2.	Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
PERFORMANCE DESCRIPTOR / STANDARD	1.I.2.1.	Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.
STANDARD / COURSE	SC.1.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.I.5.	Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.
PERFORMANCE DESCRIPTOR / STANDARD	1.I.5.1.	Recognize the value of individual and collective thinking.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL	1.RL.P.	Principles of Reading (P)

QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.2. 1.	Distinguish long from short vowel sounds in spoken single-syllable words.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.3. 1.	Demonstrate the sound correspondences for common consonant blends and digraphs.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.3. 4.	Use final -e and common vowel team conventions to read words with long vowel sounds.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.4. 1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.4. 2.	Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.4. 3.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC. 5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC. 5.1.	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC. 6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC. 6.1.	Describe the relationship between the illustrations and the characters, setting or events.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE	1.RL.MC.	Meaning and Context (MC)

AND SKILLS / ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.7.	Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.7.1.	Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC.8.	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC.8.1.	Read or listen closely to:
INDICATOR	1.RL.MC.8.1.1.a.	Describe characters' actions, and feelings.
INDICATOR	1.RL.MC.8.1.1.c.	Describe setting.
INDICATOR	1.RL.MC.8.1.1.d.	Identify the plot including problem and solution.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS.9.	Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS.9.2.	Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS.10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS.10.1.	Ask and answer questions about known and unknown words.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS.10.2.	Identify new meanings for familiar words and apply them accurately.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS.11.	Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS.11.2.	Distinguish who is telling the story at various points in a text, the narrator or characters.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)

COURSE		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.RC.13.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	1.RL.RC.13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.2.1.	Distinguish long from short vowel sounds in spoken single-syllable words.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.2.2.	Produce single-syllable words by blending sounds, including consonant blends in spoken words.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.3.1.	Demonstrate the sound correspondences for common consonant blends and digraphs.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.3.4.	Use final -e and common vowel team conventions to read words with long vowel sounds.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4.1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4.2.	Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4.3.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.MC.5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

GRADE LEVEL EXAMPLE / STAGE	1.RI.MC.5.1.	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.LCS.9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	1.RI.LCS.9.2.	Identify new meanings for familiar words and apply them accurately.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.RC.12.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	1.RI.RC.12.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.MCC.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXAMPLE / STAGE	1.W.MCC.3.1.	Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.4.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.1.	Use common, proper, and possessive nouns.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.2.	Use singular and plural nouns with matching verbs in basic sentences.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.4.	Use verbs to convey a sense of past, present, and future.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.5.	Use adjectives and adverbs.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.8.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS /	1.W.L.	Language (L)

ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.2.	Use:
INDICATOR	1.W.L.5.2. a.	Periods, question marks, and exclamation marks at the end of sentences.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.3.	Use conventional spelling for words with common spelling patterns.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.4.	Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.RC.6.	Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
GRADE LEVEL EXAMPLE / STAGE	1.W.RC.6. .1.	Write routinely and persevere in writing tasks for a variety of purposes and audiences.
STANDARD / COURSE	SC.1.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.C.MC.1.	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1. .1.	Explore and create meaning through conversation, drama, questioning, and storytelling.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1. .2.	Practice the skills of taking turns, listening to others, and speaking clearly.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1. .4.	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1. .5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

Unit 7

South Carolina Academic Standards

Language Arts

Grade 1 - Adopted: 2015

STANDARD /	SC.1.I.	Inquiry-Based Literacy Standards (I)
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COURSE		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.1.1.	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
PERFORMANCE DESCRIPTOR / STANDARD	1.1.1.1.	Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.
STANDARD / COURSE	SC.1.1.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.1.2.	Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
PERFORMANCE DESCRIPTOR / STANDARD	1.1.2.1.	Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.
STANDARD / COURSE	SC.1.1.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.1.5.	Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.
PERFORMANCE DESCRIPTOR / STANDARD	1.1.5.1.	Recognize the value of individual and collective thinking.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.2. 1.	Distinguish long from short vowel sounds in spoken single-syllable words.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.3. 1.	Demonstrate the sound correspondences for common consonant blends and digraphs.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.3. 4.	Use final -e and common vowel team conventions to read words with long vowel sounds.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	1.RL.P.4. 1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE /	1.RL.P.4. 2.	Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.

STAGE		
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC. 5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC. 5.1.	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC. 6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC. 6.1.	Describe the relationship between the illustrations and the characters, setting or events.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC. 7.	Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC. 7.1.	Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.MC. 8.	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
GRADE LEVEL EXAMPLE / STAGE	1.RL.MC. 8.1.	Read or listen closely to:
INDICATOR	1.RL.MC. 8.1.1.a.	Describe characters' actions, and feelings.
INDICATOR	1.RL.MC. 8.1.1.c.	Describe setting.
INDICATOR	1.RL.MC. 8.1.1.d.	Identify the plot including problem and solution.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS .9.	Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS .9.2.	Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.

STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS .10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS .10.2.	Identify new meanings for familiar words and apply them accurately.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS .10.4.	Identify the individual words used to form a compound word.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.LCS .11.	Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.
GRADE LEVEL EXAMPLE / STAGE	1.RL.LCS .11.2.	Distinguish who is telling the story at various points in a text, the narrator or characters.
STANDARD / COURSE	SC.1.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RL.RC. 13.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	1.RL.RC. 13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.2.1	Distinguish long from short vowel sounds in spoken single-syllable words.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.2.2	Produce single-syllable words by blending sounds, including consonant blends in spoken words.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.3.1	Demonstrate the sound correspondences for common consonant blends and digraphs.
GRADE LEVEL	1.RI.P.3.	Use final -e and common vowel team conventions to read words with long vowel

EXAMPLE / STAGE	4.	sounds.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4.1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	1.RI.P.4.2.	Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.MC.5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	1.RI.MC.5.1.	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.LCS.9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	1.RI.LCS.9.2.	Identify new meanings for familiar words and apply them accurately.
STANDARD / COURSE	SC.1.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.RI.RC.12.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	1.RI.RC.12.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.MCC.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXAMPLE / STAGE	1.W.MCC.3.1.	Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.
STANDARD / COURSE	SC.1.W.	Writing (W)

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.4.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.1	Use common, proper, and possessive nouns.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.2	Use singular and plural nouns with matching verbs in basic sentences.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.5	Use adjectives and adverbs.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.4.8	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.2.	Use:
INDICATOR	1.W.L.5.2.a.	Periods, question marks, and exclamation marks at the end of sentences.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.3.	Use conventional spelling for words with common spelling patterns.
GRADE LEVEL EXAMPLE / STAGE	1.W.L.5.4	Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.
STANDARD / COURSE	SC.1.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	1.W.RC.6	Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
GRADE LEVEL EXAMPLE / STAGE	1.W.RC.6.1.	Write routinely and persevere in writing tasks for a variety of purposes and audiences.
STANDARD / COURSE	SC.1.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	1.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR /	1.C.MC.1	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the

STANDARD		ideas of others to clearly express one's own views while respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1.1.	Explore and create meaning through conversation, drama, questioning, and storytelling.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1.2.	Practice the skills of taking turns, listening to others, and speaking clearly.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1.4.	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
GRADE LEVEL EXAMPLE / STAGE	1.C.MC.1.5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.