

Main Criteria: Classroom Supplement Units Kindergarten

Secondary Criteria: South Carolina Academic Standards

Subject: Language Arts

Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

South Carolina Academic Standards

Language Arts

Grade K - Adopted: 2015

STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1. 1.	Follow words from left to right, top to bottom, and front to back.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1. 2.	Recognize that spoken words are represented in written language by specific sequences of letters.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1. 3.	Understand that words are separated by spaces in print.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1. 4.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2. 1.	Recognize and produce rhyming words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2. 2.	Count, pronounce, blend, and segment syllables in spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2. 3.	Blend and segment onsets and rimes of single-syllable spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2. 4.	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2. 5.	Add or substitute individual sounds in simple, one-syllable words to make new words.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE	K.RL.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.

DESCRIPTOR / STANDARD		
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.1.	Produce one-to-one letter-sound correspondences for each consonant.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.2.	Associate long and short sounds of the five major vowels with their common spellings.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.5.	Read common high-frequency words.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.4.1.	Read emergent-reader texts with purpose and understanding.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.MC.5.1.	With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.MC.8.	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
GRADE LEVEL EXAMPLE / STAGE	K.RL.MC.8.1.	With guidance and support read or listen closely to:
INDICATOR	K.RL.MC.8.1.a.	Describe characters and their actions.
INDICATOR	K.RL.MC.8.1.c.	Describe setting.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.LCS.9.2.	With guidance and support, identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS /	K.RL.LCS.	Language, Craft, and Structure (LCS)

ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.LCS .10.1.	With guidance and support, ask and answer questions about known and unknown words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS .10.2.	With guidance and support, identify new meanings for familiar words and apply them accurately.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS .10.5.	With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS .10.6.	With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.LCS .	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.LCS .12.1.	Recognize and sort types of literary texts.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.RC. 13.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	K.RL.RC. 13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1. 1.	Follow words from left to right, top to bottom, and front to back.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1. 2.	Recognize that spoken words are represented in written language by specific sequences of letters.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1. 3.	Understand that words are separated by spaces in print.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1. 4.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.1.	Recognize and produce rhyming words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.2.	Count pronounces, blend, and segment syllables in spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.3.	Blend and segment onsets and rimes of single-syllable spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.4.	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.5.	Add or substitute individual sounds in simple, one-syllable words to make new words.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.1.	Produce one-to-one letter-sound correspondences for each consonant.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.2.	Associate long and short sounds of the five major vowels with their common spellings.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.5.	Read common high-frequency words.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.4.1.	Read emergent-reader level texts with purpose and understanding.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.MC.5.1.	With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS /	K.RI.MC.	Meaning and Context (MC)

ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.MC.6.	Summarize key details and ideas to support analysis of central ideas.
GRADE LEVEL EXAMPLE / STAGE	K.RI.MC.6.1.	With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.LCS.8.1.	With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.8.2.	With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.LCS.9.1.	With guidance and support, ask and answer questions about known and unknown words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.9.2.	With guidance and support, identify new meanings for familiar words and apply them accurately.
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.9.5.	With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.LCS.11.2.	With guidance and support, identify the reasons an author gives to support a position.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.RC.12.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE /	K.RI.RC.12.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

STAGE		
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	K.W.L.4.	Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.1	With guidance and support, use nouns.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.2	With guidance and support, form regular plural nouns orally by adding /s/ or /as/.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.3	With guidance and support, understand and use interrogatives.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.4	With guidance and support, use verbs.
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	K.W.L.5.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.1	Capitalize the first word in a sentence and the pronoun I.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.2	Recognize and name end punctuation.
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.W.RC.6 .1.	With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.
GRADE LEVEL EXAMPLE / STAGE	K.W.RC.6 .2.	Print upper-and lower-case letters.
GRADE LEVEL EXAMPLE / STAGE	K.W.RC.6 .3.	Recognize that print moves from left to right and that there are spaces between words.
STANDARD / COURSE	SC.K.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.C.MC.1 .1.	Explore and create meaning through play, conversation, drama, and story-telling.

GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1.2.	Practice the skills of taking turns, listening to others, and speaking clearly.
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1.4.	Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1.5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made.
STANDARD / COURSE	SC.K.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.C.MC.3.2.	Use appropriate props, images, or illustrations to support verbal communication.

Unit 1

South Carolina Academic Standards
Language Arts
Grade K - Adopted: 2015

STANDARD / COURSE	SC.K.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.I.3.	Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
PERFORMANCE DESCRIPTOR / STANDARD	K.I.3.1.	With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1.1.	Follow words from left to right, top to bottom, and front to back.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1.2.	Recognize that spoken words are represented in written language by specific sequences of letters.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1.3.	Understand that words are separated by spaces in print.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1.4.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.

GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.1.	Recognize and produce rhyming words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.2.	Count, pronounce, blend, and segment syllables in spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.3.	Blend and segment onsets and rimes of single-syllable spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.4.	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.5.	Add or substitute individual sounds in simple, one-syllable words to make new words.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.1.	Produce one-to-one letter-sound correspondences for each consonant.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.2.	Associate long and short sounds of the five major vowels with their common spellings.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.5.	Read common high-frequency words.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.4.1.	Read emergent-reader texts with purpose and understanding.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.MC.5.1.	With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.LCS	With guidance and support, identify how an author’s choice of words, phrases,

EXAMPLE / STAGE	.9.2.	conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.
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GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS .10.2.	With guidance and support, identify new meanings for familiar words and apply them accurately.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS .10.5.	With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS .10.6.	With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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.
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GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1. 2.	Recognize that spoken words are represented in written language by specific sequences of letters.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1. 3.	Understand that words are separated by spaces in print.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1. 4.	Recognize and name all upper- and lowercase letters of the alphabet.
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KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2. 1.	Recognize and produce rhyming words.

GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2. 2.	Count pronounces, blend, and segment syllables in spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2. 3.	Blend and segment onsets and rimes of single-syllable spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2. 4.	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2. 5.	Add or substitute individual sounds in simple, one-syllable words to make new words.
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KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
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KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.4. 1.	Read emergent-reader texts with purpose and understanding.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.MC. 5.1.	With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.MC. 6.	Summarize key details and ideas to support analysis of central ideas.
GRADE LEVEL EXAMPLE / STAGE	K.RI.MC. 6.1.	With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.
STANDARD /	SC.K.RI.	Reading – Informational Text (RI)

COURSE		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.LCS .	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.LCS .8.1.	With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS .8.2.	With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.LCS .	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.LCS .9.1.	With guidance and support, ask and answer questions about known and unknown words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS .9.2.	With guidance and support, identify new meanings for familiar words and apply them accurately.
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS .9.5.	With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.LCS .	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.LCS .11.2.	With guidance and support, identify the reasons an author gives to support a position.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.RC. 12.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	K.W.L.4.	Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.1 .	With guidance and support, use nouns.

GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.2 .	With guidance and support, form regular plural nouns orally by adding <i>/s/</i> or <i>/as/</i> .
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.3 .	With guidance and support, understand and use interrogatives.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.4 .	With guidance and support, use verbs.
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	K.W.L.5.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.1 .	Capitalize the first word in a sentence and the pronoun <i>I</i> .
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.2 .	Recognize and name end punctuation.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.3 .	Write letter(s) for familiar consonant and vowel sounds.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.4 .	Spell simple words phonetically.
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.W.RC.6 .2.	Print upper- and lower-case letters.
GRADE LEVEL EXAMPLE / STAGE	K.W.RC.6 .3.	Recognize that print moves from left to right and that there are spaces between words.
STANDARD / COURSE	SC.K.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.C.MC.1 .1.	Explore and create meaning through play, conversation, drama, and story-telling.
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1 .2.	Practice the skills of taking turns, listening to others, and speaking clearly.
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1 .4.	Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1 .5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made.

STANDARD / COURSE	SC.K.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.C.MC.2	Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.
GRADE LEVEL EXAMPLE / STAGE	.1.	With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.
STANDARD / COURSE	SC.K.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	.2.	Use appropriate props, images, or illustrations to support verbal communication.

Unit 2

South Carolina Academic Standards

Language Arts

Grade K - Adopted: 2015

STANDARD / COURSE	SC.K.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.I.3.	Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
PERFORMANCE DESCRIPTOR / STANDARD	K.I.3.1.	With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXAMPLE / STAGE	1.	Follow words from left to right, top to bottom, and front to back.
GRADE LEVEL EXAMPLE / STAGE	2.	Recognize that spoken words are represented in written language by specific sequences of letters.
GRADE LEVEL EXAMPLE / STAGE	3.	Understand that words are separated by spaces in print.
GRADE LEVEL EXAMPLE / STAGE	4.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)

PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2. 1.	Recognize and produce rhyming words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2. 2.	Count, pronounce, blend, and segment syllables in spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2. 3.	Blend and segment onsets and rimes of single-syllable spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2. 4.	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2. 5.	Add or substitute individual sounds in simple, one-syllable words to make new words.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3. 1.	Produce one-to-one letter-sound correspondences for each consonant.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3. 2.	Associate long and short sounds of the five major vowels with their common spellings.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3. 5.	Read common high-frequency words.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.4. 1.	Read emergent-reader texts with purpose and understanding.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.MC. 5.1.	With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.MC. 8.	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

STANDARD		
GRADE LEVEL EXAMPLE / STAGE	K.RL.MC.8.1.	With guidance and support read or listen closely to:
INDICATOR	K.RL.MC.8.1.a.	Describe characters and their actions.
INDICATOR	K.RL.MC.8.1.c.	Describe setting.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.LCS.9.2.	With guidance and support, identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.LCS.10.1.	With guidance and support, ask and answer questions about known and unknown words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.10.2.	With guidance and support, identify new meanings for familiar words and apply them accurately.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.10.3.	With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.10.5.	With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.10.6.	With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.LCS.12.1.	Recognize and sort types of literary texts.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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 /	K.RL.RC.13.1.	Engage in whole and small group reading with purpose and understanding.

STAGE		
GRADE LEVEL EXAMPLE / STAGE	K.RL.RC.13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1.1.	Follow words from left to right, top to bottom, and front to back.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1.2.	Recognize that spoken words are represented in written language by specific sequences of letters.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1.3.	Understand that words are separated by spaces in print.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1.4.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.1.	Recognize and produce rhyming words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.2.	Count pronounces, blend, and segment syllables in spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.3.	Blend and segment onsets and rimes of single-syllable spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.4.	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.5.	Add or substitute individual sounds in simple, one-syllable words to make new words.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.1.	Produce one-to-one letter-sound correspondences for each consonant.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.2.	Associate long and short sounds of the five major vowels with their common spellings.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.5.	Read common high-frequency words.

STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.4.1.	Read emergent-reader texts with purpose and understanding.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.MC.5.1.	With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.MC.6.	Summarize key details and ideas to support analysis of central ideas.
GRADE LEVEL EXAMPLE / STAGE	K.RI.MC.6.1.	With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.LCS.8.1.	With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.8.2.	With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.LCS.9.1.	With guidance and support, ask and answer questions about known and unknown words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.9.2.	With guidance and support, identify new meanings for familiar words and apply them accurately.
GRADE LEVEL EXAMPLE /	K.RI.LCS.9.3.	With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.

STAGE		
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.9.5.	With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.LCS.11.2.	With guidance and support, identify the reasons an author gives to support a position.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.RC.12.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	K.RI.RC.12.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.W.MCC.2.1.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	K.W.L.4.	Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.1.	With guidance and support, use nouns.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.2.	With guidance and support, form regular plural nouns orally by adding /s/ or /as/.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.3.	With guidance and support, understand and use interrogatives.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.4.	With guidance and support, use verbs.
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE	K.W.L.	Language (L)

AND SKILLS / ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	K.W.L.5.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.1	Capitalize the first word in a sentence and the pronoun I.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.2	Recognize and name end punctuation.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.3	Write letter(s) for familiar consonant and vowel sounds.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.4	Spell simple words phonetically.
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.W.RC.6 .2.	Print upper-and lower-case letters.
GRADE LEVEL EXAMPLE / STAGE	K.W.RC.6 .3.	Recognize that print moves from left to right and that there are spaces between words.
STANDARD / COURSE	SC.K.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.C.MC.1 .1.	Explore and create meaning through play, conversation, drama, and story-telling.
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1 .2.	Practice the skills of taking turns, listening to others, and speaking clearly.
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1 .4.	Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1 .5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made.
STANDARD / COURSE	SC.K.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.C.MC.2	Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.2 .1.	With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.
STANDARD / COURSE	SC.K.C.	Communication (C)

COURSE		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.C.MC.3.2.	Use appropriate props, images, or illustrations to support verbal communication.

Unit 3

South Carolina Academic Standards

Language Arts

Grade K - Adopted: 2015

STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1.1.	Follow words from left to right, top to bottom, and front to back.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1.2.	Recognize that spoken words are represented in written language by specific sequences of letters.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1.3.	Understand that words are separated by spaces in print.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1.4.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.1.	Recognize and produce rhyming words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.2.	Count, pronounce, blend, and segment syllables in spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.3.	Blend and segment onsets and rimes of single-syllable spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.4.	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.5.	Add or substitute individual sounds in simple, one-syllable words to make new words.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS /	K.RL.P.	Principles of Reading (P)

ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.1.	Produce one-to-one letter-sound correspondences for each consonant.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.2.	Associate long and short sounds of the five major vowels with their common spellings.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.3.	Read regularly spelled one-syllable words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.5.	Read common high-frequency words.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.4.1.	Read emergent-reader texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.4.3.	Use picture cues to confirm or self-correct word recognition and understanding.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.MC.5.1.	With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.MC.6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	K.RL.MC.6.1.	Describe the relationship between illustrations and the text.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.MC.8.	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
GRADE LEVEL EXAMPLE / STAGE	K.RL.MC.8.1.	With guidance and support read or listen closely to:

INDICATOR	K.RL.MC. 8.1.a.	Describe characters and their actions.
INDICATOR	K.RL.MC. 8.1.c.	Describe setting.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.LCS .9.2.	With guidance and support, identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.LCS .10.1.	With guidance and support, ask and answer questions about known and unknown words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS .10.2.	With guidance and support, identify new meanings for familiar words and apply them accurately.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS .10.5.	With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS .10.6.	With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.LCS .12.1.	Recognize and sort types of literary texts.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.RC. 13.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	K.RL.RC. 13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1.1.	Follow words from left to right, top to bottom, and front to back.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1.2.	Recognize that spoken words are represented in written language by specific sequences of letters.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1.3.	Understand that words are separated by spaces in print.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1.4.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.1.	Recognize and produce rhyming words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.2.	Count pronounces, blend, and segment syllables in spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.3.	Blend and segment onsets and rimes of single-syllable spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.4.	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.5.	Add or substitute individual sounds in simple, one-syllable words to make new words.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.1.	Produce one-to-one letter-sound correspondences for each consonant.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.2.	Associate long and short sounds of the five major vowels with their common spellings.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.3.	Read regularly spelled one-syllable words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.5.	Read common high-frequency words.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS /	K.RI.P.	Principles of Reading (P)

ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.4.1.	Read emergent-reader texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.4.3.	Use picture cues to confirm or self-correct word recognition and understanding.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.MC.5.1.	With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.LCS.9.1.	With guidance and support, ask and answer questions about known and unknown words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.9.2.	With guidance and support, identify new meanings for familiar words and apply them accurately.
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.9.5.	With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.RC.12.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	K.RI.RC.12.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.W.MCC.3.1.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.

STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	K.W.L.4.	Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.1	With guidance and support, use nouns.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.2	With guidance and support, form regular plural nouns orally by adding /s/ or /as/.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.3	With guidance and support, understand and use interrogatives.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.4	With guidance and support, use verbs.
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	K.W.L.5.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.1	Capitalize the first word in a sentence and the pronoun I.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.2	Recognize and name end punctuation.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.3	Write letter(s) for familiar consonant and vowel sounds.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.4	Spell simple words phonetically.
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.W.RC.6 .2.	Print upper-and lower-case letters.
GRADE LEVEL EXAMPLE / STAGE	K.W.RC.6 .3.	Recognize that print moves from left to right and that there are spaces between words.
STANDARD / COURSE	SC.K.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.C.MC.1.1.	Explore and create meaning through play, conversation, drama, and story-telling.
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1.2.	Practice the skills of taking turns, listening to others, and speaking clearly.
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1.4.	Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1.5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made.
STANDARD / COURSE	SC.K.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.C.MC.3.2.	Use appropriate props, images, or illustrations to support verbal communication.

Unit 5

South Carolina Academic Standards

Language Arts

Grade K - Adopted: 2015

STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1.1.	Follow words from left to right, top to bottom, and front to back.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1.2.	Recognize that spoken words are represented in written language by specific sequences of letters.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1.3.	Understand that words are separated by spaces in print.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1.4.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.1.	Recognize and produce rhyming words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.2.	Count, pronounce, blend, and segment syllables in spoken words.

GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.3.	Blend and segment onsets and rimes of single-syllable spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.4.	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.5.	Add or substitute individual sounds in simple, one-syllable words to make new words.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.1.	Produce one-to-one letter-sound correspondences for each consonant.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.2.	Associate long and short sounds of the five major vowels with their common spellings.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.5.	Read common high-frequency words.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.4.1.	Read emergent-reader texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.4.3.	Use picture cues to confirm or self-correct word recognition and understanding.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.MC.5.1.	With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.MC.6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	K.RL.MC.6.1.	Describe the relationship between illustrations and the text.
STANDARD /	SC.K.RL.	Reading – Literary Text (RL)

COURSE		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.MC.8.	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
GRADE LEVEL EXAMPLE / STAGE	K.RL.MC.8.1.	With guidance and support read or listen closely to:
INDICATOR	K.RL.MC.8.1.a.	Describe characters and their actions.
INDICATOR	K.RL.MC.8.1.c.	Describe setting.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.LCS.9.2.	With guidance and support, identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.LCS.10.1.	With guidance and support, ask and answer questions about known and unknown words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.10.2.	With guidance and support, identify new meanings for familiar words and apply them accurately.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.10.5.	With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.10.6.	With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RL.LCS.12.1.	Recognize and sort types of literary texts.
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.RC.	Range and Complexity (RC)
PERFORMANCE	K.RL.RC.	Read independently and comprehend a variety of texts for the purposes of reading

DESCRIPTOR / STANDARD	13.	for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	K.RL.RC.13.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	K.RL.RC.13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1.1.	Follow words from left to right, top to bottom, and front to back.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1.2.	Recognize that spoken words are represented in written language by specific sequences of letters.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1.3.	Understand that words are separated by spaces in print.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1.4.	Recognize and name all upper- and lowercase letters of the alphabet.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.1.	Recognize and produce rhyming words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.2.	Count pronounces, blend, and segment syllables in spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.3.	Blend and segment onsets and rimes of single-syllable spoken words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.4.	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.5.	Add or substitute individual sounds in simple, one-syllable words to make new words.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.1.	Produce one-to-one letter-sound correspondences for each consonant.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.2.	Associate long and short sounds of the five major vowels with their common spellings.

GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.5.	Read common high-frequency words.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.4.1.	Read emergent-reader texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.4.3.	Use picture cues to confirm or self-correct word recognition and understanding.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.MC.5.1.	With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.MC.6.	Summarize key details and ideas to support analysis of central ideas.
GRADE LEVEL EXAMPLE / STAGE	K.RI.MC.6.1.	With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.LCS.9.1.	With guidance and support, ask and answer questions about known and unknown words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.9.2.	With guidance and support, identify new meanings for familiar words and apply them accurately.
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.9.5.	With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE	K.RI.LCS	Analyze and critique how the author uses structures in print and multimedia texts to

DESCRIPTOR / STANDARD	.11.	craft informational and argument writing.
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS .11.2.	With guidance and support, identify the reasons an author gives to support a position.
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.RI.RC. 12.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	K.RI.RC. 12.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.MCC .	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	K.W.MCC .1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	K.W.MCC .1.1.	Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.MCC .	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.W.MCC .2.1.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.MCC .	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.W.MCC .3.1.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	K.W.L.4.	Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.
GRADE LEVEL EXAMPLE /	K.W.L.4.1 .	With guidance and support, use nouns.

STAGE		
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.2 .	With guidance and support, form regular plural nouns orally by adding /s/ or /as/.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.3 .	With guidance and support, understand and use interrogatives.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.4 .	With guidance and support, use verbs.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.8 .	Produce and expand complete sentences.
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	K.W.L.5.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.1 .	Capitalize the first word in a sentence and the pronoun I.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.2 .	Recognize and name end punctuation.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.3 .	Write letter(s) for familiar consonant and vowel sounds.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.4 .	Spell simple words phonetically.
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.W.RC.6 .1.	With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.
GRADE LEVEL EXAMPLE / STAGE	K.W.RC.6 .2.	Print upper- and lower-case letters.
GRADE LEVEL EXAMPLE / STAGE	K.W.RC.6 .3.	Recognize that print moves from left to right and that there are spaces between words.
STANDARD / COURSE	SC.K.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.C.MC.1 .1.	Explore and create meaning through play, conversation, drama, and story-telling.
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1 .2.	Practice the skills of taking turns, listening to others, and speaking clearly.

GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1 .4.	Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1 .5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made.
STANDARD / COURSE	SC.K.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.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	K.C.MC.3 .2.	Use appropriate props, images, or illustrations to support verbal communication.