

South Carolina, Kindergarten

| South Carolina Strand/Standard | Focus of South Carolina Standard | For More Information |
|---------------------------------------|---|--------------------------------|
| Reading Literary Text | | |
| Principles of Reading | | |
| 1 | Demonstrate understanding of the organization and basic features of print | RF1 pp. 72–77 |
| 2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes) | RF2 pp. 78–83 |
| 3 | Know and apply grade-level phonics and word analysis skills in decoding words | RF3 pp. 84–89 |
| 4 | Read level-appropriate texts with purpose and understanding | RF4 pp. 90–95 |
| Meaning and Context | | |
| 5 | Ask and answer questions about a text, referring to key details | R1 pp. 6–11 |
| 6 | Describe the relationship between illustrations and the text | R7 pp. 42–47 |
| 7 | Retell a familiar text; compare familiar texts | R2 pp. 12–17 R9 pp. 54–59 |
| 8 | Identify characters, settings, problem and solution, and major events in a story | R3 pp. 18–23 |
| Language, Craft, and Structure | | |
| 9 | Identify literary devices and when an author uses them; identify how word choices and illustrations contribute to meaning | R4 pp. 24–29 |
| 10 | Ask and answer questions about unknown words in a text | R4 pp. 24–29 |
| 11 | Name the author and illustrator of a story and define the role of each | R6 pp. 36–41 |
| 12 | Recognize and sort types of literary texts | R5 pp. 30–35 |
| Range and Complexity | | |
| 13 | Engage in whole- and small-group reading; read independently for sustained periods | R10 pp. 60–65 |
| Reading Informational Text | | |
| Principles of Reading | | |
| 1 | Demonstrate understanding of the organization and basic features of print | RF1 pp. 72–77 |
| 2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes) | RF2 pp. 78–83 |
| 3 | Know and apply grade-level phonics and word analysis skills in decoding words | RF3 pp. 84–89 |
| 4 | Read level-appropriate texts with purpose and understanding | RF4 pp. 90–95 |
| Meaning and Context | | |
| 5 | Ask and answer questions about a text, referring to key details | R1 pp. 6–11 |
| 6 | Retell the central idea and identify key details to summarize a text | R2 pp. 12–17 |
| 7 | Compare topics or ideas between texts | R9 pp. 54–59 |
| Language, Craft, and Structure | | |
| 8 | Identify words, phrases, and illustrations used to provide information; use text features to locate information | R5 pp. 30–35 R7 pp. 42–47 |
| 9 | Ask and answer questions about unknown words in a text; use words and phrases acquired through talk and text | R4 pp. 24–29 L6 pp. 216–221 |
| 10 | Identify the author and illustrator and define the role of each | R6 pp. 36–41 |
| 11 | Identify the reasons an author gives to support a position | R8 pp. 48–53 |
| Range and Complexity | | |
| 12 | Engage in whole- and small-group reading; read independently for sustained periods | R10 pp. 60–65 |

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| Writing | | |
| Meaning, Context, and Craft | | |
| 1 | Use a combination of drawing, dictating, and writing to compose opinion pieces; plan, revise, and edit strengthen writing | W1 pp. 100–105 W5 pp. 118–123 |
| 2 | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts; plan revise and edit to strengthen writing | W2 pp. 106–111 W5 pp. 118–123 |
| 3 | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened; plan, revise, and edit to strengthen writing | W3 pp. 112–117 W5 pp. 118–123 |
| Language | | |
| 4 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking | L1 pp. 186–191 |
| 5 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing | L2 pp. 192–197 |
| Communication | | |
| Meaning and Context | | |
| 1 | Participate in conversations with diverse partners about topics and texts in small and large groups; explain personal ideas and build on the ideas of others | SL1 pp. 146–151 SL6 pp. 176–181 |
| 2 | Recall information from experiences or gather information from sources to ask and answer questions; participate in shared research | SL3 pp. 158–163 SL4 pp. 164–169 W7 pp. 130–135 |
| 3 | Explore a variety of media; use appropriate props, images, or illustrations to support communication | SL5 pp. 170–175 W6 pp. 124–129 |
| 4 | Identify speaker’s purpose and key elements of the presentation | SL2 pp. 152–157 |
| 5 | Employ speaking techniques to engage and impact the audience | SL6 pp. 176–181 |