

Rationale for Priority and Support Learning Standards

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Definition

An understanding of how students learn paired with current and relevant literacy research guided cross grade level teams to analyze the [South Carolina College and Career-Ready Standards for English Language Arts](#) to make decisions on focus literacy skills. The standards that best represent the focus skills emerged as priority learning standards for each grade level. Ainsworth (2015) states that Standards should play a prioritizing or supporting role for learning in each grade level.

- Priority Standards are "a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared for the standards at the next grade level or course. Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course" (Ainsworth, 2013, p. xv).
- Support Standards are "those standards that support, connect to, or enhance the Priority Standards. They are taught within the context of the Priority Standards, but do not receive the same degree of instruction and assessment emphasis as do the Priority Standards. The supporting standards often become the instructional scaffolds to help students understand and attain the more rigorous and comprehensive Priority Standards" (Ainsworth, 2013, p. xv).

The priority learning standards represent the **endurance**, **leverage**, and **readiness**. The lens of **endurance** represents a standard that communicates a “lasting beyond one grade or course; concepts and skills needed in life” (Ainsworth, 2015). The lens of **leverage** represents a standard that maximizes the value of a concept or skill across academic disciplines. The lens of **readiness** for the next level of learning represents a prerequisite concepts and skills students need to enter a new grade level or course of study” (Ainsworth, 2015).

Purpose

It is important to know that “prioritizing certain standards over others does not mean eliminating those standards that do not make it into the starring roles. All standards must be taught and assessed, and re-taught and reassessed, to gain evidence of student competency of those learning outcomes. Prioritizing the standards has nothing whatsoever to do with "lowering the bar," and everything to do with focus. It is about "less" being more. The difference is in the degree of focus given to certain standards over others” (Ainsworth, 2015).

Organization of Priority and Support Learning Standards

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The priority and support learning standards are organized by grade level for kindergarten through English IV. Within the grade levels, priority and support learning standards are grouped by the English Language Arts strands.

Each priority learning standard is bold and is noted by a solid bullet. Each support learning standard is noted by a clear bullet. Not all priority learning standards have support learning standards. Some support learning standards have additional supporting standards for instruction. A solid square bullet notes these sub-support learning standards. Not all support learning standards have sub-support learning standards.

See below for an example representation of the organization of the priority and support learning standards.

- Priority Learning Standard
 - Support Learning Standard
 - Sub-support Learning Standard

The indicators that are grayed out in the *South Carolina College and Career-Ready Standards for English Language Arts* represent skills and content that students are expected to build upon and continue applying previous learning. These indicators are only included as priority or support learning standards for the grade levels in which the skills and content are mastered. Please refer to the [South Carolina College and Career-Ready Standards for English Language Arts](#) to reinforce the priority and support learning standards.

Reading Literary

- **RL.5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**
 - RL.7.2 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.
 - I.2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.
 - I.1.1 Develop a range of questions to frame inquiry for new learning and deeper understanding.
 - I.3.2 Examine historical, social, cultural, or political context to broaden inquiry.
 - I.3.4 Organize and categorize important information, revise ideas, and report relevant findings.
 - I.4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.
 - I.4.3 Reflect on findings and pose appropriate questions for further inquiry.
 - I.5.2 Employ past and present learning in order to monitor and guide inquiry.
 - W.2.1h Paraphrase, quote, and summarize to avoid plagiarism;
 - W.2.1i Follow a standard format for citation;
 - C.2.3 Quote and paraphrase the information and conclusions while avoiding plagiarism and following a standard format for citation.

- **RL.6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.**
 - RL.7.2 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.
 - I.3.4 Organize and categorize important information, revise ideas, and report relevant findings.
 - C.1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.

- **RL.8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot, and characters.**
 - RL.7.1 Analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text.
 - RL.7.2 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.
 - I.3.2 Examine historical, social, cultural, or political context to broaden inquiry.

- I.4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.
- **RL.11.1 Analyze how the author’s development of perspectives of the characters and the reader create suspense or humor.**
 - I.3.2 Examine historical, social, cultural, or political context to broaden inquiry.
- **RL.12.1 Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.**
 - RL.7.2 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.
 - RL.9.1 Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 - RL.10.1 Use context clues to determine meanings of words and phrases.
 - RL.12.2 Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning.
 - I.3.2 Examine historical, social, cultural, or political context to broaden inquiry.
 - I.5.2 Employ past and present learning in order to monitor and guide inquiry.
- **RL.13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.**
 - RL.13.1 Engage in whole and small group reading with purpose and understanding.
 - RL 13.2 Read independently for sustained periods of time to build stamina.
 - I.2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.
 - I.1.1 Develop a range of questions to frame inquiry for new learning and deeper understanding.
 - I.3.4 Organize and categorize important information, revise ideas, and report relevant findings.
 - I.4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.
 - I.5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.
 - C.1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.
 - C.1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.
 - C.1.4 Engage in a range of collaborative discussions about grade-appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.
 - C.2.2 Analyze and evaluate credibility of information and accuracy of findings.
 - C.3.2 Utilize multimedia to clarify information and emphasize salient points.

Reading Informational

- **RI.5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**
 - RI.6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.
 - I.2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.
 - I.1.1 Develop a range of questions to frame inquiry for new learning and deeper understanding.
 - I.3.2 Examine historical, social, cultural, or political context to broaden inquiry.
 - I.3.4 Organize and categorize important information, revise ideas, and report relevant findings.
 - I.4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.
 - I.5.2 Employ past and present learning in order to monitor and guide inquiry.
 - C.2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **RI.8.2 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.**
 - RI.4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.
 - RI.8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.
- **RI.10.1 Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.**
 - RI.11.1 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.
 - I.5.2 Employ past and present learning in order to monitor and guide inquiry.
- **RI.12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.**
 - RI.4.1 Read grade-level texts with purpose and understanding.
 - RI.4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
 - RI.7.1 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
 - RI.12.1 Engage in whole and small group reading with purpose and understanding.
 - RI.12.2 Read independently for sustained periods of time.
 - I.2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.
 - I.1.1 Develop a range of questions to frame inquiry for new learning and deeper understanding.

- I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.
- I.3.4 Organize and categorize important information, revise ideas, and report relevant findings.
- I.4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.
- I.5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.
- C.1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and text.
- C.1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations; build coherent lines of thinking.
- C.1.4 Engage in a range of collaborative discussions about grade-appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.
- C.2.2 Analyze and evaluate the credibility of information and accuracy of findings.
- C.3.2 Utilize multimedia to clarify information and emphasize salient points.

Writing

• W.1 Write arguments that:

- W.1.1a Introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;
- I.3.4 Organize and categorize important information, revise ideas, and report relevant findings.
- I.4.2 Use appropriate tools to communicate findings and/or take informed action.
- RI.7.1 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
- RI.11.1 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.
- RI.11.2: Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- W.1.1b Use relevant information from multiple print and multimedia sources;
- I.3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.
- W.1.1c Support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;
- W.1.1d Use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;
- W.1.1e Develop the claim and counterclaims providing credible evidence and data for each;
- W.1.1g Paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;
- C.2.2 Analyze and evaluate credibility of information and accuracy of findings.

- C.2.3 Quote and paraphrase the information and conclusions while avoiding plagiarism and following a standard format for citation.
 - I.3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.
 - I.4.2 Use appropriate tools to communicate findings and/or take informed action.
 - RI.8.2 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.
 - RI.11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
 - C.2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.
 - C.3.2 Utilize multimedia to clarify information and emphasize salient points.
 - C.4.1 Determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
 - W.1.1h Establish and maintain a formal style and objective tone; and
 - W.1.1i Provide a concluding statement or section that follows from and supports the argument.
 - C.1.3 Apply effective communication techniques based on a variety of contexts and tasks.
 - C.4.2 Analyze the effectiveness of the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.
 - C.4.3 Evaluate the presentation to determine how the speaker articulates a clear message; monitors audience awareness; addresses possible misconceptions or objections; chooses appropriate media; and uses an appropriate style for the audience.
 - C.5.1 Consider audience when selecting presentation types.
 - C.5.2 Select and employ a variety of craft techniques to convey a message and impact the audience.
- **W.2.1 Write informative/explanatory texts that:**
 - W.2.1a Introduce a topic;
 - W.2.1b Use relevant information from multiple print and digital sources;
 - I.3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.
 - I.3.4 Organize and categorize important information, revise ideas, and report relevant findings.
 - C.3.2 Utilize multimedia to clarify information and emphasize salient point.
 - RI.7.1 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
 - W.2.1c Organize ideas, concepts, and information into broader categories;
 - I.3.4 Organize and categorize important information, revise ideas, and report relevant findings.

- RI.11.1 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.
 - W.2.1d Assess the credibility of each source;
 - W.2.1e Include formatting, graphics, and multimedia to aid comprehension;
 - W.2.1f Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;
 - W.2.1h Paraphrase, quote, and summarize to avoid plagiarism;
 - W.2.1i Follow a standard format for citation;
 - C.2.2 Analyze and evaluate credibility of information and accuracy of findings.
 - C.2.3 Quote and paraphrase the information and conclusions while avoiding plagiarism and following a standard format for citation.
 - C.4.2 Analyze the effectiveness of the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.
 - W.2.1j Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;
 - W.2.1k Use precise language and domain-specific vocabulary to explain the topic;
 - W.2.1l Establish and maintain a style and tone authentic to the purpose; and
 - C.1.3 Apply effective communication techniques based on a variety of contexts and tasks.
 - C.4.3 Evaluate the presentation to determine how the speaker articulates a clear message; monitors audience awareness; addresses possible misconceptions or objections; chooses appropriate media; and uses an appropriate style for the audience.
 - C.5.1 Consider the audience when selecting presentation types.
 - C.5.2 Select and employ a variety of craft techniques to convey a message and impact the audience.
 - W.2.1m Provide a concluding statement or section that follows and supports the information or explanation presented.
- **W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:**
 - W.3.1a Develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;
 - RL.7.1 Analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text.
 - RL.7.2 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.
 - RL.8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot, and characters.
 - W.3.1b Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;
 - I.3.2 Examine historical, social, cultural, or political context to broaden inquiry.

- C.1.3 Apply effective communication techniques based on a variety of contexts and tasks.
 - C.4.2 Analyze the effectiveness of the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.
 - C.4.3 Evaluate the presentation to determine how the speaker articulates a clear message; monitors audience awareness; addresses possible misconceptions or objections; chooses appropriate media; and uses an appropriate style for the audience.
 - C.5.1 Consider audience when selecting presentation types.
 - C.5.2 Select and employ a variety of craft techniques to convey a message and impact the audience.
 - W.3.1c Organize an event sequence that unfolds naturally and logically;
 - L.3.4 Organize and categorize important information, revise ideas and report relevant findings.
 - W.3.1d Use dialogue, pacing, manipulation of time, and reflection, to develop experiences, events, and/or characters;
 - W.3.1e Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events;
 - W.3.1g Use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events, and develop characters; and
 - W.3.1h Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **W.1.1f, W.2.1g, W.3.1f Develop and strengthen writing as needed by planning, revising, and editing, rewriting, and building on personal ideas and the ideas of others;**
 - W.4.1 Show knowledge of the function of gerunds, participles, and infinitives and their functions in particular sentences.
 - W.4.2 Form and use verbs in the active and passive voice.
 - W.4.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - W.4.4 Recognize and correct inappropriate shifts in verb voice and mood.
 - W.5.2 Use commas, ellipses, and dashes to indicate a pause, break, or omission.
 - W.6.1 Write routinely and persevere in writing tasks; over short and extended time frames; for a range of domain-specific tasks; for a variety of purposes and audiences; and by adjusting the writing process for the task, increasing the length and complexity.