Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

Comparison of the Common Core and 2008 South Carolina Academic Standards for English Language Arts

Sandra Stotsky
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January 2014

Executive Summary

This report responds to the request by State Senator Michael Fair for a comparison of the 2008 South Carolina Academic Standards for English Language Arts with Common Core’s standards in English language arts. Based on the results of this comparison, this report concludes that the implementation of Common Core’s ELA standards and the use of any state tests based on them are unlikely to lead to any academic advance for South Carolina’s students, especially its neediest students.

The comparison drew on criteria used in the 1997, 2000, and 2005 reviews of state English language arts standards for the Thomas B. Fordham Institute. Most of the criteria used are similar in wording to their counterparts in the 2005 review form.

As Table 1 suggests, South Carolina’s 2008 Standards in English Language Arts are equal in quality to, if not somewhat better than, Common Core’s English language arts standards in all four categories of criteria. Both sets of standards need strengthening, however.

Table 1: Average Points per Section and Total Average for Both Sets of ELA Standards

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<thead>
<tr>
<th></th>
<th>CC</th>
<th>SC</th>
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<tbody>
<tr>
<td>Reading Pedagogy and Independent Reading</td>
<td>3.3</td>
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<td>1.6</td>
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<td><strong>Total Average</strong></td>
<td><strong>1.85</strong></td>
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The results of this comparison can be corroborated by evaluative comments in a 2010 review of state standards by the Fordham Institute and in a 2010 report by South Carolina’s Department of Education. These results serve as the basis for three recommendations:

1. South Carolina should return to and revise its own ELA standards. The adoption and implementation of Common Core’s ELA standards does not improve the academic education of South Carolina’s children, especially its neediest students.
2. South Carolina should not base state assessments in reading on Common Core’s English language arts standards. It would be a waste of taxpayers’ money to base state assessments on standards that need even more revision than its own standards did, if not total abandonment.
3. State legislators should enlist humanities scholars at their own colleges and universities to work with well-trained high school English teachers to design a readiness test in reading for admission to their own institutions. Instead of federal education policy-makers, those who teach college freshmen in South Carolina should decide on admission standards for their institutions.

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1 The author was a member of the Common Core Validation Committee, 2009-2010. Earlier, she served as Senior Associate Commissioner in the Massachusetts Department of Elementary and Secondary Education, 1999-2003, where she was in charge of developing or revising all K-12 standards documents.
Comparison of the Common Core and 2008 South Carolina Academic Standards for English Language Arts

This report responds to the request by State Senator Michael Fair for a comparison of the 2008 South Carolina Academic Standards in English language arts with Common Core’s standards in English language arts. The purpose of this comparison is to help legislators, education policy makers, and the general public to understand whether South Carolina improved or damaged its system of public education by adopting Common Core’s K-12 standards in ELA in 2010.

For the comparison, I shortened and slightly revised the criteria I used in the 1997, 2000, and 2005 reviews of state English language arts standards for the Thomas B. Fordham Institute. Eliminated items (e.g., the questions on teacher education) were not relevant for a comparison of standards.

Most of the 20 criteria used for this report are similar in wording to their counterparts in the 2005 review form, as are most of the rubrics for the 0 to 4 rating scale. See Appendix A for the review form used in this report. I retained the rating scale used in the 2005 review. In the chart, CC = Common Core and SC = the 2008 South Carolina Academic Standards.

A. Reading Pedagogy and Independent Reading
1. The document expects explicit and systematic instruction in decoding skills in the primary grades as well as use of meaningful reading materials and an emphasis on comprehension.

<table>
<thead>
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<tr>
<td>Research in reading is clearly used to inform the acquisition of decoding skills. There is good coverage of key comprehension skills across subject areas, as well as use of meaningful reading materials. However, not one of the objectives on phonics and word analysis skills in grades K-3 expects students to apply these skills both in context and independent of context to ensure mastery of decoding skills. Only in grades 4 and 5 are students expected to read accurately unfamiliar words “in context and out of context.” The placement of this standard at only grades 4 and 5 badly misinforms primary grade teachers.</td>
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<tr>
<th>SC</th>
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<tr>
<td>Despite learning phonemic awareness and phonics skills, students are consistently expected to use “context clues to determine the meaning of unfamiliar words,” whether in kindergarten or grade 1, 2, or 3. This strategy is always placed first, as in grade 1: “Use pictures, context, and letter-sound relationships to read unfamiliar words.” Student may also use “knowledge of beginning, middle, and ending sounds in words; prefixes and suffixes; base words; and onsets and rimes to decode unfamiliar multisyllabic words,” as in grade 2. But at no point after grade 1 are teachers to ask students to sound out an unfamiliar word. They “blend” only in K and grade 1. What the right hand giveth, the left hand taketh away.</td>
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2. The document makes clear that interpretations of written texts should be supported by logical reasoning, accurate facts, and adequate evidence.

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<td>The standards indicate evidence is required for interpretations or claims for all texts.</td>
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<td>The standards indicate evidence is required for interpretations or claims for all texts. (E.g., “They identify details that support the main idea of a literary text.” And: “Summarize evidence that supports the central idea of a given informational text.”</td>
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3. The document expects students to read independently through the grades and provides guidance on quality and difficulty.

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<tbody>
<tr>
<td>CC</td>
<td>Students are expected to read independently, and Appendix B provides a list of exemplars of quality and difficulty through the grades. However, we do not know if the titles in grades K-8 were independently vetted by literary experts or who they may have been. Moreover, Common Core suggests that teachers use a cumbersome set of factors to determine “complexity.”</td>
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<tr>
<td>SC</td>
<td>Independent reading is encouraged at all grade levels (“Read independently for extended periods of time for pleasure.” “Read independently for extended periods of time to gain information.”) A list of titles grouped by educational level and genre is in Appendix E to illustrate “quality and complexity.” The list is an adaptation of Indiana’s list.</td>
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B. Value of Literary Study

1. The document expects and enables teachers to stress literary study in the ELA class.

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<tr>
<td>CC</td>
<td>Nonfiction or informational reading has been weighted almost equally to imaginative literature in ELA at all grade levels—with 10 standards for the former and 9 for the latter at each grade level. This balance augurs a drastic decline in literary study in grades 6-12. English teachers are explicitly expected to increase the number of informational or nonfiction texts they teach.</td>
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<tr>
<td>SC</td>
<td>There are about the same number of standards for literary study as for non-literary study through the grades. However, English teachers are not expected to teach more informational or nonfiction texts than they now do.</td>
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2. The document and the standards indicate that assigned texts should be chosen on the basis of literary quality, cultural and historical significance.

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<tr>
<td>CC</td>
<td>Excellent advice is given in a sidebar on p. 35 and in Appendix B for selection on the basis of quality and significance. But most standards contain nothing to ensure that teachers or test-makers follow this advice. There are also no criteria for selecting informational or literary texts, nor recommended authors or titles (just exemplars of “complexity” and “quality” at each grade level).</td>
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<tr>
<td>SC</td>
<td>There is nothing on selecting literature based on quality or significance. Nor do the standards suggest that cultural or historical significance matters, or that students should study literary works by writers from South Carolina like Pat Conroy or read informational texts about important figures in South Carolina history like Mary McLeod Bethune.</td>
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3. The standards promote study of American literature.

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<tr>
<td>CC</td>
<td>They do so only in two standards in grades 11/12. It is not mentioned in earlier grades where it would be appropriate (e.g., for American folktales or tall tales), and there is no standard on studying authors who were born in or wrote about the state or region.</td>
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<tr>
<td>SC</td>
<td>Although the Overview for grade 11 indicates a focus on American literature, American literature is not addressed in any standard. Well-known works in American literature appear in Appendix E, but the standards and indicators are silent on studying even the literary periods in American literature or the major writers in the American Renaissance.</td>
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C. Organization and disciplinary coverage of the standards

1. They are grouped in categories and subcategories reflecting coherent bodies of scholarship or research in reading and the English language arts.

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<tr>
<td>CC</td>
<td>The organization of the 10 anchor standards for Reading does not reflect scholarship or research. The grade-level standards are mostly organized according to language processes, but major</td>
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4. The standards clearly seek to develop strong vocabulary knowledge and dictionary skills.

**CC**

**Rating: 1**

Although the vocabulary standards highlight specific figures of speech and rhetorical devices, they do not teach use of glossaries for discipline-specific terms, or words that must be taught (e.g., foreign words used in written English that do not appear in an English language dictionary). Common Core leans heavily, and incorrectly in many cases, on use of context to determine the meaning of unknown words. For example, it is difficult for students to interpret correctly a literary, biblical, or mythological allusion “in context,” as in “CCSS.ELA-Literacy.L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context,” if they have no knowledge of the texts that have served as the basis for these allusions and if the reading standards...
5. The standards clearly address the reading, interpretation, and critical evaluation of literature. They include knowledge of diverse literary elements and genres, use of different kinds of literary responses, and use of a variety of interpretive and critical lenses. They also specify those key authors, works, and literary traditions in American literature and in the literary and civic heritage of English-speaking people that should be studied because of their literary quality and cultural significance.

6. The standards clearly address writing for communication and expression. They include use of writing processes, established as well as peer-generated criteria, and various rhetorical elements, strategies, genres, and modes of organization.

7. The standards clearly address oral and written language conventions. They include Standard English conventions for sentence structure, spelling, usage, penmanship, capitalization, and punctuation.
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<td>Oral and written language conventions are addressed, but the vertical progressions don’t always make sense, many standards are placed at inappropriate grade levels, and much of the linguistic terminology is inappropriate at the grade level it appears: e.g., grade 2: “Use adjectives and adverbs, and choose between them depending on what is to be modified.” Or in grade 4: “Use modal auxiliaries to convey various conditions.” And what is a grade 8 teacher to make of: “Use verbs in the active and passive voice and in the conditional and subjunctive moods to achieve particular effects”?</td>
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<tr>
<td>All of the needed details for written/oral language conventions/grammar/usage appear, in student- and teacher-friendly language, in the indicators and/or the appendices.</td>
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8. The standards clearly address the nature, dynamics, and history of the English language. They include the nature of its vocabulary, its structure (grammar), the evolution of its oral and written forms, and the distinction between the variability of its oral forms and the relative permanence of its written form today.

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<tr>
<td>Common Core’s standards on word origins and etymologies are useful. But there is nothing on the distinctions among oral dialects or between oral and written forms of English, or on the history of the English language at the secondary level. In grade 5, we find a highly inappropriate standard: “Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.” This is graduate-level work.</td>
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<td>There is nothing on etymology in the vocabulary indicators, nor anything on dictionary skills. But in grade 11, we find: “Explain how American history and culture have influenced the use and development of the English language.” And in grade 12, a similar standard referring to British history and culture.</td>
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9. The standards clearly address research processes, including developing questions and locating, understanding, evaluating, synthesizing, and using various sources of information for reading, writing, and speaking assignments. These sources include dictionaries, thesauruses, other reference materials, observations of empirical phenomena, interviews with informants, and computer data bases.

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<td>All of the above areas seem to be adequately covered including the research processes. But students are to apply the same reading standards (“Apply grades 9–10 Reading standards”) to literature or informational texts at each grade level “to support analysis, reflection, and research.”</td>
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<tr>
<td>All of the above areas are mentioned over the course of K-12, but the indicators lack sufficient details to differentiate teaching objectives from one grade to the next.</td>
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D. Quality of the standards

1. They are clear, specific, and measurable (i.e., they can lead to observable, comparable results across students and schools).

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<td>There are many vague standards with unclear meanings and inconsistently interpretable meanings. E.g., “Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.” What kind of texts does the writer have in mind? What will be learned if the texts address different topics? E.g., “Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.” How much and what kind of reading of world literature must precede the reading of a specific work that is to be analyzed for the author’s point of view? Thus, only some standards are measurable as is.</td>
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<td>There are also many standards with inappropriate or misleading examples, e.g., informational reading standard 9, grade 6: “Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).” This standard needs a</td>
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Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

- **SC Rating:** 3
  Most of the reading standards at each grade level are interpretable and measurable (e.g., students are to “explain,” “analyze,” “select,” “paraphrase,” “distinguish,” “compare/contrast”). However, many writing standards are developmentally inappropriate at the grade levels at which they first appear (e.g., in grade 4: “Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).” “Use complete sentences in a variety of types (including simple and compound sentences) in writing.” “Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.”

2. *They are of increasing intellectual difficulty at each higher educational level and cover all important aspects of learning in the area they address.*

- **CC Rating:** 1
  Most standards do not show meaningful increases in intellectual difficulty over the grades because they are generic skills. In addition, many grade-level standards are simply paraphrases or repetitions of the governing CCRS, especially in grades 6-8. Primary grade standards are weak because of overuse of prompting: prompted learning leaves unclear the level of independence required for student performance. In the secondary grades, the standards show no meaningful increases in difficulty and/or complexity through the grades related to skill development.

- **SC Rating:** 2
  Many of the grade-focused standards show meaningful increases in difficulty over the grades and address important aspects of learning in the area. But the absence of standards with clear cultural content (and useful examples) prevents the document from showing increasing intellectual difficulty through the grades (whether students are engaged in literary or non-literary study). The wide range of illustrative titles of “quality and complexity” in Appendix E at each educational level (especially grades 9-12) provides little help to teachers in developing a coherent classroom curriculum that moves from easier to harder texts during the academic year.

3. *They index or illustrate growth through the grades for reading by referring to specific reading levels, to titles of specific literary or academic works as examples of a reading level, or to advanced content.*

- **CC Rating:** 3
  While the reading and literature standards only occasionally provide examples of specific texts or authors, Appendix B contains a long list of illustrative titles for each grade for the main genres. However, each grade contains too wide a range of reading levels to establish a meaningful reading level for assessment purposes, especially in grades 9, 10, 11, and 12.

- **SC Rating:** 3
  The kinds of literary techniques and elements taught often suggest the complexity of the texts to be taught, but Appendix E is not very useful in suggesting reading levels for a given grade.

4. *They illustrate growth expected through the grades for writing with reference to examples and rating criteria, in the standards document or in other documents.*

- **CC Rating:** 1
  Appendix C is a collection of annotated student writing samples at all grade levels. However, no rating criteria, say, on a 1 to 6 scale, are offered by grade level—a serious and puzzling omission. Based on the annotations and the compositions themselves, it is clear what the best and least developed compositions are. But it is not at all clear how teachers are to develop common expectations for where most students will be: at above grade-level, about grade-level, or below grade-level performance at a particular grade level.

- **SC Rating:** 0
  No specific criteria or examples of student essays are provided in this document or pointed to as being elsewhere.
5. Their overall contents are sufficiently specific, comprehensive, and demanding to lead to a common core of high academic expectations for all students in the state.

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<td>Common Core’s relatively content-empty reading standards cannot by themselves lead to a common core of high academic expectations because they cannot frame an academic curriculum. The basic work will have to be done at the local level unless the testing consortia pre-empt curriculum decision-making at the local level in order to develop test items with a knowledge base to which skills can be applied.</td>
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<tr>
<td>SC</td>
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<td>Although the reading standards imply more difficult reading material will be studied in higher grades, the lack of indicators pointing to substantive literary and non-literary content at any grade means a free-for-all in their interpretation for a classroom curriculum. The standards thus fail to lead to a common core of high academic expectations for all students.</td>
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**Summary**

Table 1: Average Points per Section and Total Average for Both ELA Documents

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As Table 1 suggests, the 2008 South Carolina Academic Standards in English Language Arts are equal or superior in quality to Common Core’s English language arts standards in all four categories of criteria. Both sets of standards need strengthening, however.

**Two Sources of Independent Confirmation**

The question that may be raised at this point is how valid are ratings showing these two sets of ELA standards about equal in quality. Independent points of reference that corroborate the thrust of my analysis can be found in comments by Fordham Institute reviewers in a 2010 review of state standards and in the comparison done by South Carolina’s own department of education.

The Fordham reviewers’ comments excerpted directly below address Common Core’s ELA standards. They point out the standards’ deficiencies and limitations, raising the question why they received a grade of B+ from those at Fordham in charge of the grades given the states.

*Overview:* …They would be more helpful to teachers if they attended as systematically to content as they do to skills, especially in the area of reading…

*Clarity and Specificity:* … The organization of the reading standards is hard to follow…They are organized into four categories…Since many kinds of texts, genres, sub-genres, and their characteristics are discussed in each category, it is also difficult to determine whether a logical sequence covering all of this important content has been achieved. … the organization of the reading strand, as well as the instances of vague and unmeasurable language, mean that the standards do not ultimately provide sufficient clarity and detail to guide teachers and curriculum and assessment developers effectively.

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Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

**Content and Rigor:** …The reading standards for both literature and informational text fail to address the specific text types, genres, and sub-genres in a systematic intersection with the skills they target. As written, the standards often address skills as they might apply to a number of genres and sub-genres. As a result, some essential content goes missing.

The…standards for grades 6-12 exhibit only minor distinctions across the grades, such as citing evidence “to support analysis of what the text says explicitly as well as inferences from the text.” Several problems surface here. First, these standards don’t properly scaffold skills from grade to grade. For example, quoting from text is arguably easier than paraphrasing, but the standards require mastery of paraphrasing first. Second, these standards are also repeated verbatim in the informational text strand, thus making no distinction between applying this skill to literary and informational text.

What’s more, while some genres are mentioned occasionally in the standards, others, such as speeches, essays, and many forms of poetry, are rarely if ever mentioned by name. Similarly, many sub-genres, such as satires or epic poems, are never addressed.

Many defining characteristics of the various genres are also rarely, if ever, mentioned…Where literary elements are mentioned, their treatment is spotty. …

The Writing standards include too many expectations that begin with the phrase, “With guidance and support from adults….” Such standards are problematic because they fail to adequately scaffold or clearly delineate what students should be able to do.

One troublesome aspect of the writing standards is the persistently blurry line between an “argument” and an “informative/explanatory essay.” …

**Bottom Line:** …overwhelming focus on skills over content in reading combined with confusion about the writing standards, lack of detail about oral presentations, and the sporadic rigor of the media standards.”

The Fordham reviewers’ comments excerpted directly below note the strengths in South Carolina’s 2008 ELA standards, raising the question why they were given a grade well below the grade given Common Core’s ELA standards:

“…notable areas of rigorous content, such as early reading…” “…indicators for early reading are systematic and thorough…”

“From Kindergarten onward, literary and informational texts are treated separately…progressing in rigor across the grades, despite repetition in a number of places…”

“…The titles [in Appendix E] represent a thoughtful selection of literary and informational texts… Although American literature is not required for study, a number of important works from American literature are included on the list.”

Despite these areas of strength, the “**Bottom Line**” claims that “With its D, South Carolina’s ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus.” And there is more. “The CCSS ELA standards are significantly superior to what the Palmetto State has in place today.”

Given the huge deficiencies in Common Core’s ELA standards as indicated by Fordham’s own reviewers, it is a remarkable exercise of the imagination to suggest that Common Core’s ELA standards earned a B+ and that its woefully deficient standards are “significantly superior” to those in South Carolina. And, since the phrase “among the worst in the country” appears in many
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other Bottom Lines in Fordham’s 2010 review (for example, for the ELA standards in Wisconsin, Wyoming, West Virginia, Mississippi, North Dakota, and Missouri), one may reasonably conjecture that these Bottom Lines were boilerplates added after the reviewers’ comments were written in order to provide a quotable phrase for state media to use and to get governors, state boards of education, and departments of education to vote in Common Core as fast as possible.

The second independent point of reference attesting to the relatively equal quality of South Carolina’s and Common Core’s ELA standards is the report written by South Carolina’s own department of education for the Education Oversight Committee and State Board of Education in June 2010.4 On p. 116, we find: “An overall alignment of 98 percent exists between the two sets of standards, with the differences often just in the terminology.” And on p. 11, we find: “Overall, the kindergarten through grade twelve CCSS for ELA maintain the same level of higher thinking skills and rigor as the current South Carolina ELA standards.” The report does not explain why, since Common Core’s “earn” a B+, South Carolina’s standards were given a D.

So why did South Carolina’s commissioner of education and his staff recommend adoption of Common Core? Perhaps, as in Massachusetts, the motive lies here:5

Adoption of the CCSS will make it possible for South Carolina to be competitive for Phase II of the federal Race to the Top grant. South Carolina would be eligible for a grant in excess of $175 million of which a significant portion would be for implementing the standards at the state and district levels (p. 121).

In Massachusetts, the expectation of Race to the Top funds (and it did receive the promised $250,000,000) seems to have been the overriding motive for adopting Common Core’s standards. Another justification, according to Massachusetts Secretary of Education Paul Reville and Commissioner of Education Mitchell Chester, was the claim that specialists from his department contributed heavily to the content and shape of Common Core’s ELA standards.6 The claim implied that there were few differences between Common Core’s ELA standards and the Bay State’s ELA standards. But given the gross deficiencies in Common Core’s ELA standards as well as the many academically strong features of the 2001 Massachusetts standards, all pointed out by Fordham’s own reviewers, it seems even more likely that Fordham’s grades and Bottom Lines were intended as political goals for all states. Although the Bay State’s ELA standards were given an A-, Fordham concluded the difference was “too close to call.”

Comparison of ELA Standards in Common Core and the 2001 Massachusetts Curriculum Framework: Grades 4, 8, and 11/12.

In Appendix B, readers will find the ELA standards from these two documents listed separately at each of these three grade levels (grades 4, 8, and 11/12). There were too many standards for a readable two-column spreadsheet. The purpose for this lengthy appendix is to show interested legislators how diverse two different sets of ELA standards at the same three grade levels can be and to help legislators gain some insight into the nature of the basic problem that Common Core’s standards

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5South Carolina’s Commissioner of Education and his staff, like those in most states, seem to have accepted without question all the unfounded claims made by Common Core, such as “Students will learn with high, rigorous standards that are internationally benchmarked” (p. 121). They also indicate their acceptance of Fordham’s recommendation that “the new standards should be adopted by states…” (p. 121).
6http://www.boston.com/bostonglobe/editorial_opinion/editorials/articles/2010/07/20/with_help_from_mass_feds_devise_sound_school_standards/?comments=all#readerComm.
ELA standards create for the entire school curriculum. These appendices may also help legislators to understand how difficult it is to analyze and compare different sets of ELA standards. It is much easier to compare standards that address specific content, as in mathematics, science, or history.

As is well-known, to do well in school, other things being equal, students must develop strong reading skills. One of the first impressions an experienced eye notices, after eye-balling the two sets of ELA standards at each of these grade levels, is how many more writing than reading objectives Common Core sets forth in contrast to the Massachusetts standards. In the Bay State, there are many more reading standards than writing standards, and most of them are literary reading standards. This stress is, in my judgment, one reason why Massachusetts students have had the highest averages on the National Assessment of Educational Progress (NAEP) tests in reading in both grade 4 and grade 8 since 2005. Not only have its ELA standards stressed reading more than writing, they have stressed literary reading more than informational or nonfiction reading.

The reverse stress is, again in my judgment, the basic problem with Common Core; it prioritizes writing over reading, despite the fact that decades of educational research suggest that the basis for good writing is good reading. Good writers are good readers. Not all good readers become good writers, but all good writers have been good readers. Good reading is basic to all subjects, and when tested internationally, Massachusetts students have been among the highest-achieving countries in mathematics and science.

In addition, readers who eye-ball these two sets of standards will quickly notice something else in the Massachusetts standards. Most of the literature/reading standards are accompanied by an example that usually makes it clear what the standard means and what level of reading difficulty teachers should aim for. These copious examples were very useful to Bay State teachers.

One reason that South Carolina’s reading standards are much weaker than they need be, given the strong orientation of its high school English teachers to teaching American and British literature, is the misreading of a key “Guiding Principle” that its ELA document borrowed from the Massachusetts 2001 ELA Curriculum Framework.

South Carolina’s document contains 10 “Guiding Principles”—all based on those in the 2001 Massachusetts ELA Curriculum Framework, it claims.

The following guiding principles—which are modeled after those enunciated by the state of Massachusetts in its *English Language Arts Curriculum Framework 2001* (published online at http://www.doe.mass.edu/frameworks/current.html)—are the philosophical foundation of South Carolina’s ELA academic standards and are intended to guide the construction and evaluation of all ELA curricula in the state (p. 6).

Here is Guiding Principle 6 in the South Carolina document:

> An effective English language arts curriculum uses literature from a variety of cultures and eras.

Students should be given a broad exposure to classic and contemporary literary works representing cultures within the United States and throughout the world. Reading provides a bridge to other times and places, allowing students to experience not only the world around them but also the worlds of ages past. Literature provides a landscape that helps shape who children are and where
they want to go. The power of literature shows us that anything is possible. Students must have
time to read within the school day, and they must be given choices among the texts that they will
read. Collaboration among teachers, school media specialists, and local librarians is critical in
matching books to readers. In order to foster a love of reading, teachers need to encourage
independent reading within and outside of class.

Here is what it is based on in the Massachusetts document:

An effective English language arts curriculum draws on literature from many genres,
time periods, and cultures, featuring works that reflect our common literary heritage.

American students need to become familiar with works that are part of a literary tradition going
back thousands of years. Students should read literature reflecting the literary and civic heritage of
the English-speaking world. They also should gain broad exposure to works from the many
communities that make up contemporary America as well as from countries and cultures
throughout the world. Appendix A of this framework presents a list of suggested authors or works
reflecting our common literary and cultural heritage. Appendix B presents lists of suggested
contemporary authors from the United States, as well as past and present authors from other
countries and cultures. A comprehensive literature curriculum contains works from both
appendices.

Collaboration among teachers, school media specialists, and local librarians is critical in matching
books to readers. In order to foster a love of reading, teachers need to encourage independent
reading within and outside of class.

As can be seen, the thrust of the Massachusetts principle is very different from that of South
Carolina’s Guiding Principle 6. The Massachusetts curriculum framework stresses the literary
and civic heritage of the English-speaking world. Restoring the original meaning of that principle
and revising South Carolina’s ELA standards to accord with it would dramatically strengthen
South Carolina’s own ELA standards and classroom curricula for the benefit of students whose
parents cannot supplement their children’s education easily.

**Recommendations**

This report serves as the basis for the following recommendations:

1. South Carolina should return to, revise, and strengthen its own ELA standards. The
   adoption and implementation of Common Core’s ELA standards does not improve the
   academic education of South Carolina’s children, especially its neediest students.
2. South Carolina should not base state assessments in reading on Common Core’s English
   language arts standards. It would be a waste of taxpayers’ money to base assessments on
   standards that need even more revision than its own standards did.
3. State legislators should enlist humanities scholars at their own colleges and universities to
   work with well-trained high school English teachers to design a readiness test in reading
   for admission to their own institutions. Instead of federal education policy-makers, those
   who teach college freshmen in South Carolina should decide on admission standards for
   their own institutions.
Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

Appendix A: The Review Form for English Language Arts Standards

A. Reading Pedagogy and Independent Reading

1. The document expects explicit and systematic instruction in decoding skills in the primary grades as well as use of meaningful reading materials and an emphasis on comprehension.

0 Phonics or decoding skills are not mentioned at all.

1 Phonics or decoding skills are mentioned only in the context of other strategies so that it is unlikely they are addressed independently or systematically.

3 Phonics or decoding skills are given a separate bullet or statement but there is nothing to suggest explicit and systematic teaching and independence from contextual approaches.

4 Explicit and systematic instruction in decoding skills, both independent of context and in context, is clearly suggested or spelled out.

2. The standards make clear that interpretations of written texts should be supported by logical reasoning, accurate facts, and adequate evidence.

0 The standards imply that all points of view or interpretations are equally valid regardless of the logic, accuracy, and adequacy of supporting evidence.

1 The standards imply that all literary texts are susceptible of many equally valid interpretations.

3 The standards indicate that interpretations of texts must be in part on what is in the texts.

4 The standards indicate that interpretations of any text must accord with what the author wrote.

3. The document expects students to read independently through the grades and provides guidance about quality and difficulty.

0 Independent reading isn’t mentioned at all.

1 Regular independent reading is recommended but not quality, quantity, or difficulty.

3 Quality, quantity, or difficulty of independent reading is indicated in some way (e.g., by a list of recommended books or by a recommended number of words or books per grade).

4 Quality, quantity, and difficulty are indicated in some way.

B. Value Accorded Literary Study

1. The document expects and enables teachers to stress literary study at the secondary level.

0 Literary standards are not distinguishable from non-literary standards.

1 Literary reading is stressed about equally with non-literary reading throughout the grades.

3 Literary reading is stressed more than non-literary reading in the ELA class only at lower grade levels.

4 Literary reading is emphasized throughout the grades.
Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

2. The document and the standards indicate that assigned texts should be chosen on the basis of literary quality, cultural and historical significance.

0 The document says little or nothing about literary quality and historical significance.
1 The document expects assigned texts to be chosen on the basis of literary quality and historical significance but offers no criteria for selection, no recommended lists of authors or works, and few or no standards to guide selection based on quality and significance.
3 The document expects assigned texts to be chosen on the basis of literary quality and historical significance and provides some standards and examples to guide selection.
4 The standards clearly require assigned texts to be selected on the basis of literary quality and/or historical significance.

3. The standards promote study of American literature.

0 American literature is not mentioned as such in any way.
1 American literature is mentioned, but no more than that.
3 American literature is mentioned in an inclusive way.
4 American literature is described in an inclusive way and is to be studied in depth from a historical perspective.

C. Organization and Disciplinary Coverage of the Standards

1. They are grouped in categories and subcategories reflecting coherent bodies of scholarship or research in reading and the English language arts.

0 They are mostly grouped in unique or incoherent categories or subcategories (e.g., categories reflect pedagogical strategies).
1 Some categories or subcategories reflect coherent bodies of scholarship or research.
3 Most but not all categories and subcategories reflect coherent bodies of scholarship or research.
4 All categories and subcategories reflect coherent bodies of scholarship or research.

2. The standards clearly address listening and speaking. They include use of various discussion purposes and roles, how to participate in discussion, desirable qualities in formal speaking, and use of established and peer-generated criteria for evaluating formal and informal speech.

0 Standards for listening and speaking are not included.
1 Some of the above areas for coverage are addressed adequately.
3 Most but not all of the above areas are addressed adequately.
4 All of the above areas are adequately covered.

3. The standards clearly address reading to understand and use information through the grades. They include progressive development of reading skills, knowledge and use of a variety of textual features, genres, and reading strategies for academic, occupational, and civic purposes.

0 Standards for informational reading are not distinguished as such.
Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

1. Some of the above areas for coverage are addressed adequately.
3. Most of the above areas for coverage are addressed adequately.
4. All of the above areas are adequately covered.

4. *The standards clearly seek to develop strong vocabulary knowledge and dictionary skills.*
0. Vocabulary standards are not in a distinct strand or category for instruction.
1. Vocabulary standards emphasize use of context throughout the grades.
3. Vocabulary standards highlight specific figures of speech and rhetorical devices but are limited in the categories of words they highlight and stress contextual approaches.
4. Vocabulary standards teach dictionary skills, use of glossaries for discipline-specific terms, ways to use context, and all useful categories of phrases, words, or word parts (e.g., foreign words, idioms, proverbs).

5. *The standards clearly address the reading, interpretation, and critical evaluation of literature. They include knowledge of diverse literary elements and genres, different kinds of literary responses, and use of a variety of interpretive lenses. They also specify the key authors, works, and literary traditions in American literature and in the literary and civic heritage of English-speaking people that should be studied for their literary quality and cultural significance.*
0. Standards for literary study are not distinguished as such.
1. Some of the above areas for coverage are addressed adequately.
3. Most of the above areas for coverage are addressed adequately.
4. All of the above areas are adequately covered.

6. *The standards clearly address writing for communication and expression. They include use of writing processed, established as well as peer-generated or personal evaluation criteria, and various rhetorical elements, strategies, genres, and modes of organization.*
0. Standards for writing for communication and expression are not distinguished as such.
1. Some of the above areas for coverage are addressed adequately.
3. Most of the above areas for coverage are addressed adequately.
4. All of the above areas are adequately covered.

7. *The standards clearly address oral and written language conventions. They include standard English conventions for sentence structure, spelling, usage, penmanship, capitalization, and punctuation.*
0. Standards for oral and written language conventions are not distinguished as such.
1. Some of the above areas for coverage are addressed adequately.
3. Most of the above areas for coverage are addressed adequately.
4. All of the above areas are adequately covered.
Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

8. The standards clearly address the nature, dynamics, and history of the English language. They include the origin of its vocabulary, its structure (grammar), the evolution of its oral and written forms, and the distinction between its oral and written forms today.

0 Standards for this area are not distinguished as such.
1 Some of the above areas for coverage are addressed adequately.
3 Most of the above areas for coverage are addressed adequately.
4 All of the above areas are adequately covered.

9. The standards clearly address research processes, including developing questions and locating, understanding, evaluating, synthesizing, and using various sources of information for reading, writing, and speaking assignments. These sources include dictionaries, thesauruses, other reference materials, observations of empirical phenomena, interviews with informants, and computer databases.

0 Standards for the research processes are not distinguished as such.
1 Some of the above areas for coverage are addressed adequately.
3 Most of the above areas for coverage are addressed adequately.
4 All of the above areas are adequately covered.

D. Quality of the Standards

1. They are clear, specific, and measurable

0 They are vague, filled with jargon, and/or expressed in ways that are not measurable (e.g., use unmeasurable verbs like “explore,” “investigate,” “inquire,” or ask for personal experience).
1 To some extent, clear, specific, teachable, measurable, and reliably rated.
3 For the most part, clear, jargon-free, teachable, and measurable, and reliably rated.
4 Overall, they are clear, jargon-free, teachable, measurable, and reliably rated.

2. They are of increasing intellectual difficulty at each higher educational level and cover all important aspects of learning in the area they address.

0 For the most part, they show little change in difficulty over the grades, or are frequently repeated for many grades at a time.
1 Increases in difficulty may sometimes be reflected in the wording of a standard.
3 Most of the standards show meaningful increases in difficulty over the grades and address the important aspects of learning in the area.
4 Overall, the standards show educationally appropriate and meaningful increases in difficulty over the grades and cover all important aspects of learning in the area.

3. They index or illustrate growth through the grades for reading by referring to specific reading levels or titles/authors of specific literary or academic works as examples of a reading level, or by spelling out the nature of the intellectual task required by the standard.
Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

0 The reading standards contain no clue as to reading level other than something like “using texts at the appropriate grade level.”
1 The reading standards are sometimes accompanied by examples of specific texts or authors.
3 The reading standards are frequently accompanied by examples of specific texts or authors or spell out more advanced content.
4 The reading standards are almost always accompanied by examples of specific texts and/or authors, or spell out the advanced content required by the standard.

4. They illustrate growth expected through the grades for writing with reference to examples and rating criteria, in the standards document or in other documents.
0 The document provides no criteria or samples for the quality of writing at assessed grades.
1 The document provides criteria or examples for the quality of writing at some but not all assessed grades through high school.
3 The document provides criteria or examples for the quality of writing at all assessed grades through high school.
4 The document provides examples and criteria for the quality of writing at all assessed grades, including high school.

5. Their overall contents are sufficiently specific, comprehensive, and demanding to lead to a common core of high academic expectations for all students.
0 No. They cannot lead to a common core of high academic expectations.
1 To some extent only.
3 For the most part.
4 Yes.

Appendix B: Common Core and Massachusetts 2001 English Language Arts Standards: Grades 4, 8, and 11/12

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS: GRADE 4

GRADE-LEVEL LITERATURE STANDARDS

Key Ideas and Details
CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Craft and Structure
CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercelean).
CCSS.ELA-Literacy.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

**Integration of Knowledge and Ideas**

- **CCSS.ELA-Literacy.RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

- **CCSS.ELA-Literacy.RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (RL.4.8 not applicable to literature)

- **CCSS.ELA-Literacy.RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**Range of Reading and Level of Text Complexity**

- **CCSS.ELA-Literacy.RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**GRADE-LEVEL INFORMATIONAL READING STANDARDS**

**Key Ideas and Details**

- **CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- **CCSS.ELA-Literacy.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

- **CCSS.ELA-Literacy.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Craft and Structure**

- **CCSS.ELA-Literacy.RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

- **CCSS.ELA-Literacy.RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

- **CCSS.ELA-Literacy.RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**Integration of Knowledge and Ideas**

- **CCSS.ELA-Literacy.RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

- **CCSS.ELA-Literacy.RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.

- **CCSS.ELA-Literacy.RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Range of Reading and Level of Text Complexity**

- **CCSS.ELA-Literacy.RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**GRADE-LEVEL READING FUNDAMENTALS STANDARDS**

**Phonics and Word Recognition**

- **CCSS.ELA-Literacy.RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- **CCSS.ELA-Literacy.RF.4.3a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Fluency**

- **CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding.

- **CCSS.ELA-Literacy.RF.4.4b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- **CCSS.ELA-Literacy.RF.4.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

**GRADE-LEVEL WRITING STANDARDS**

**Text Types and Purposes**  
**CCSS ELA-Literacy.W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
**CCSS ELA-Literacy.W.4.1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  
**CCSS ELA-Literacy.W.4.1b** Provide reasons that are supported by facts and details.  
**CCSS ELA-Literacy.W.4.1c** Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).  
**CCSS ELA-Literacy.W.4.1d** Provide a concluding statement or section related to the opinion presented.  
**CCSS ELA-Literacy.W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
**CCSS ELA-Literacy.W.4.2a** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  
**CCSS ELA-Literacy.W.4.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
**CCSS ELA-Literacy.W.4.2c** Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).  
**CCSS ELA-Literacy.W.4.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.  
**CCSS ELA-Literacy.W.4.2e** Provide a concluding statement or section related to the information or explanation presented.  
**CCSS ELA-Literacy.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
**CCSS ELA-Literacy.W.4.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  
**CCSS ELA-Literacy.W.4.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations.  
**CCSS ELA-Literacy.W.4.3c** Use a variety of transitional words and phrases to manage the sequence of events.  
**CCSS ELA-Literacy.W.4.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.  
**CCSS ELA-Literacy.W.4.3e** Provide a conclusion that follows from the narrated experiences or events.

**Production and Distribution of Writing**  
**CCSS ELA-Literacy.W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  
**CCSS ELA-Literacy.W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 [here].)  
**CCSS ELA-Literacy.W.4.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**Research to Build and Present Knowledge**  
**CCSS ELA-Literacy.W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.  
**CCSS ELA-Literacy.W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  
**CCSS ELA-Literacy.W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.  
**CCSS ELA-Literacy.W.4.9a** Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).  
**CCSS ELA-Literacy.W.4.9b** Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

Range of Writing
CCSS.ELA-Literacy.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

GRADE-LEVEL SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration
CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas
CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CCSS.ELA-Literacy.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)

GRADE-LEVEL LANGUAGE STANDARDS

Conventions of Standard English
CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
CCSS.ELA-Literacy.L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
CCSS.ELA-Literacy.L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
CCSS.ELA-Literacy.L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CCSS.ELA-Literacy.L.4.1e Form and use prepositional phrases.
CCSS.ELA-Literacy.L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
CCSS.ELA-Literacy.L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their).*
CCSS.ELA-Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.4.2a Use correct capitalization.
CCSS.ELA-Literacy.L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.
CCSS.ELA-Literacy.L.4.2c Use a comma before a coordinating conjunction in a compound sentence.
CCSS.ELA-Literacy.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language
CCSS.ELA-Literacy.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.4.3a Choose words and phrases to convey ideas precisely.*
Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

CCSS.ELA-Literacy.L.4.3b Choose punctuation for effect.*
CCSS.ELA-Literacy.L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use
CCSS.ELA-Literacy.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
CCSS.ELA-Literacy.L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CCSS.ELA-Literacy.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.4.5a Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
CCSS.ELA-Literacy.L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
CCSS.ELA-Literacy.L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CCSS.ELA-Literacy.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Standard 10: Range of Text Types for K–5
Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

<table>
<thead>
<tr>
<th>Literature: Stories, Drama, Poetry</th>
<th>Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth</td>
<td>Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics</td>
</tr>
<tr>
<td>Includes staged dialogue and brief familiar scenes</td>
<td>Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem</td>
</tr>
</tbody>
</table>

Standard 10: Texts Illustrating the Complexity, Quality, & Range of Student Reading 4–5

<table>
<thead>
<tr>
<th>Literature: Stories, Drama, Poetry</th>
<th>Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Casey at the Bat” by Ernest Lawrence Thayer (1888)</td>
<td>Hurricanes: Earth’s Mightiest Storms by Patricia Lauber (1996)</td>
</tr>
</tbody>
</table>

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS: GRADE 8

GRADE-LEVEL LITERATURE STANDARDS
Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

**Craft and Structure**

**CCSS.ELA-Literacy.RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.RL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**CCSS.ELA-Literacy.RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**Integration of Knowledge and Ideas**

**CCSS.ELA-Literacy.RL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCSS.ELA-Literacy.RL.8.5** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**CCSS.ELA-Literacy.RL.8.6** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**Range of Reading and Level of Text Complexity**

**CCSS.ELA-Literacy.RL.8.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

**GRADE-LEVEL INFORMATIONAL READING STANDARDS**

**Key Ideas and Details**

**CCSS.ELA-Literacy.RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.RI.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**CCSS.ELA-Literacy.RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**Craft and Structure**

**CCSS.ELA-Literacy.RI.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCSS.ELA-Literacy.RI.8.5** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

**CCSS.ELA-Literacy.RI.8.6** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**Integration of Knowledge and Ideas**

**CCSS.ELA-Literacy.RI.8.7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

**CCSS.ELA-Literacy.RI.8.8** Delineate 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.

**CCSS.ELA-Literacy.RI.8.9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**Range of Reading and Level of Text Complexity**

**CCSS.ELA-Literacy.RI.8.10** By the end of the year, read and comprehend literary nonfiction at the high end of grades 6–8 text complexity band independently and proficiently.

**GRADE-LEVEL WRITING STANDARDS**

**Text Types and Purposes**

**CCSS.ELA-Literacy.W.8.1** Write arguments to support claims with clear reasons and relevant evidence
Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

CCSS.ELA-Literacy.W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-Literacy.W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.8.1d Establish and maintain a formal style.
CCSS.ELA-Literacy.W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy.W.8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.8.2e Establish and maintain a formal style.
CCSS.ELA-Literacy.W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.
CCSS.ELA-Literacy.W.8.3 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CCSS.ELA-Literacy.W.8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CCSS.ELA-Literacy.W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.8.3c 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.
CCSS.ELA-Literacy.W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CCSS.ELA-Literacy.W.8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing
CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CCSS.ELA-Literacy.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)
CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge
CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.8.9a Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
CCSS.ELA-Literacy.W.8.9b Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate 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”).
Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

Range of Writing
CCSS ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

GRADE-LEVEL SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration
CCSS ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
CCSS ELA-Literacy.SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS ELA-Literacy.SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CCSS ELA-Literacy.SL.8.1c Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
CCSS ELA-Literacy.SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CCSS ELA-Literacy.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
CCSS ELA-Literacy.SL.8.3 Delineate 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.

Presentation of Knowledge and Ideas
CCSS ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
CCSS ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

GRADE-LEVEL LANGUAGE STANDARDS

Conventions of Standard English
CCSS ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS ELA-Literacy.L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CCSS ELA-Literacy.L.8.1b Form and use verbs in the active and passive voice.
CCSS ELA-Literacy.L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
CCSS ELA-Literacy.L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.*
CCSS ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS ELA-Literacy.L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CCSS ELA-Literacy.L.8.2b Use an ellipsis to indicate an omission.
CCSS ELA-Literacy.L.8.2c Spell correctly.

Knowledge of Language
CCSS ELA-Literacy.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS ELA-Literacy.L.8.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

Vocabulary Acquisition and Use
CCSS ELA-Literacy.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCSS ELA-Literacy.L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS ELA-Literacy.L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., predece, recede, secede).
CCSS ELA-Literacy.L.8.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CCSS ELA-Literacy.L.8.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS ELA-Literacy.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS ELA-Literacy.L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context.
CCSS ELA-Literacy.L.8.5b Use the relationship between particular words to better understand each of the words.
CCSS ELA-Literacy.L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
CCSS ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Standard 10: Range of Text Types for 6–12
Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

<table>
<thead>
<tr>
<th>Literature</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stories</td>
<td>Dramas</td>
</tr>
<tr>
<td>Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels</td>
<td>Includes one-act and multi-act plays, both in written form and on film</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literature: Stories, Drama, Poetry</th>
<th>Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>6–8</td>
<td></td>
</tr>
<tr>
<td>Little Women by Louisa May Alcott (1869)</td>
<td>“Letter on Thomas Jefferson” by John Adams (1776)</td>
</tr>
<tr>
<td>The Adventures of Tom Sawyer by Mark Twain (1876)</td>
<td>Narrative of the Life of Frederick Douglass, an American Slave by Frederick Douglass (1845)</td>
</tr>
<tr>
<td>“The Road Not Taken” by Robert Frost (1915)</td>
<td>“Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940)</td>
</tr>
<tr>
<td>Dragonwings by Laurence Yep (1975)</td>
<td>Travels with Charley: In Search of America by John Steinbeck (1962)</td>
</tr>
<tr>
<td>Roll of Thunder, Hear My Cry by Mildred Taylor (1976)</td>
<td></td>
</tr>
</tbody>
</table>

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS: GRADES 11/12

GRADE-LEVEL LITERATURE STANDARDS

Key Ideas and Details
CCSS ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

**Craft and Structure**

**CCSS.ELA-Literacy.RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**CCSS.ELA-Literacy.RL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**Integration of Knowledge and Ideas**

**CCSS.ELA-Literacy.RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**CCSS.ELA-Literacy.RL.11-12.5** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**CCSS.ELA-Literacy.RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**Range of Reading and Level of Text Complexity**

**CCSS.ELA-Literacy.RL.11-12.10**

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**GRADE-LEVEL INFORMATIONAL READING STANDARDS**

**Key Ideas and Details**

**CCSS.ELA-Literacy.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**CCSS.ELA-Literacy.RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**CCSS.ELA-Literacy.RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**Craft and Structure**

**CCSS.ELA-Literacy.RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**CCSS.ELA-Literacy.RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

**CCSS.ELA-Literacy.RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**Integration of Knowledge and Ideas**
CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

**Range of Reading and Level of Text Complexity**
CCSS.ELA-Literacy.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**GRADE-LEVEL WRITING STANDARDS**

**Text Types and Purposes**
CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
CCSS.ELA-Literacy.W.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCSS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CCSS.ELA-Literacy.W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

**CCSS.ELA-Literacy.W.11-12.3a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**CCSS.ELA-Literacy.W.11-12.3b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-Literacy.W.11-12.3c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**CCSS.ELA-Literacy.W.11-12.3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-Literacy.W.11-12.3e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Production and Distribution of Writing**

**CCSS.ELA-Literacy.W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CCSS.ELA-Literacy.W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.)

**CCSS.ELA-Literacy.W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge**

**CCSS.ELA-Literacy.W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS.ELA-Literacy.W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**CCSS.ELA-Literacy.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-Literacy.W.11-12.9a** Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

**CCSS.ELA-Literacy.W.11-12.9b** Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

**Range of Writing**

**CCSS.ELA-Literacy.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**GRADE-LEVEL SPEAKING AND LISTENING STANDARDS**

**Comprehension and Collaboration**

**CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**CCSS.ELA-Literacy.SL.11-12.1a** Come to discussions prepared, having read and researched material under study;

**CCSS.ELA-Literacy.SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-Literacy.SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

GRADE-LEVEL LANGUAGE STANDARDS

Conventions of Standard English

CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-Literacy.L.11-12.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.11-12.2a Observe hyphenation conventions.

CCSS.ELA-Literacy.L.11-12.2b Spell correctly.

Knowledge of Language

CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.11-12.3a Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

CCSS.ELA-Literacy.L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-Literacy.L.11-12.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-Literacy.L.11-12.5b Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Standard 10: Range of Text Types for 6–12
Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

<table>
<thead>
<tr>
<th>Stories</th>
<th>Dramas</th>
<th>Poetry</th>
<th>Literary Nonfiction and Historical, Scientific, and Technical Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels</td>
<td>Includes one-act and multi-act plays, both in written form and on film</td>
<td>Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics</td>
<td>Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience</td>
</tr>
</tbody>
</table>

Standard 10: Texts Illustrating the Complexity, Quality, & Range of Student Reading 11-12

<table>
<thead>
<tr>
<th>11-CCR</th>
<th>Literature</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Ode on a Grecian Urn” by John Keats (1820)</td>
<td>Common Sense by Thomas Paine (1776)</td>
<td></td>
</tr>
<tr>
<td>Jane Eyre by Charlotte Brontë (1848)</td>
<td>Walden by Henry David Thoreau (1854)</td>
<td></td>
</tr>
<tr>
<td>“Because I Could Not Stop for Death” by Emily Dickinson (1890)</td>
<td>“Society and Solitude” by Ralph Waldo Emerson (1857)</td>
<td></td>
</tr>
<tr>
<td>The Great Gatsby by F. Scott Fitzgerald (1925)</td>
<td>“The Fallacy of Success” by G. K. Chesterton (1909)</td>
<td></td>
</tr>
<tr>
<td>Their Eyes Were Watching God by Zora Neale Hurston (1937)</td>
<td>Black Boy by Richard Wright (1945)</td>
<td></td>
</tr>
<tr>
<td>A Raisin in the Sun by Lorraine Hansberry (1959)</td>
<td>“Politics and the English Language” by George Orwell (1946)</td>
<td></td>
</tr>
</tbody>
</table>

2001 MASSACHUSETTS ENGLISH LANGUAGE ARTS STANDARDS: GRADE 4

LANGUAGE
1.1: Follow agreed-upon rules for discussion (raising one’s hand, waiting one’s turn, speaking one at a time).
For example, in literature discussion groups, students take on roles of leader, scribe, and reader as they discuss questions they have generated in preparation for class.

2.2: Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.
For example, students interview community helpers, using questions the class has generated, and report the results to the class.

3.3: Adapt language to persuade, to explain, or to seek information.

3.4: Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation.
For example, students give a presentation of information they have acquired from a class visit to the Children’s Museum.

3.5: Make informal presentations that have a recognizable organization (sequencing, summarizing).

3.6: Express an opinion of a literary work or film in an organized way, with supporting detail.

3.7: Use teacher-developed assessment criteria to prepare their presentations.

4.9: Identify the meaning of common prefixes (un-, re-, dis-).

4.10: Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words.
For example, students discuss the meaning of the common Greek root, graph, to help them understand the meaning of the words telegraph, photograph, and autograph.

4.11: Identify the meaning of common idioms and figurative phrases.
For example, students collect and illustrate idioms, such as:
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“It’s raining cats and dogs”; “It’s only the tip of the iceberg”; and
“That happens once in a blue moon.”
4.12: Identify playful uses of language (puns, jokes, palindromes).
4.13: Determine the meaning of unknown words using their context.
4.14: Recognize and use words with multiple meanings (sentence, school, hard) and be able to determine which meaning is intended from the context of the sentence.
4.15: Determine meanings of words and alternate word choices using a dictionary or thesaurus.
4.16: Identify and apply the meaning of the terms antonym, synonym, and homophone.
5.4: Recognize the subject-predicate relationship in sentences.
5.6: Identify the four basic parts of speech (adjective, noun, verb, adverb).
5.7: Identify correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).
5.8: Identify words or word parts from other languages that have been adopted into the English language. For example, students discuss some of the common foods they eat and discover how many of the names come from other languages: pizza, yogurt, spaghetti, sushi, tacos, and bagels. They use a map to locate countries where these words originated.
6.2: Recognize dialect in the conversational voices in American folk tales.
6.3: Identify formal and informal language use in advertisements read, heard, and/or seen.

READING AND LITERATURE
For imaginative/literary texts:
8.11: Identify and show the relevance of foreshadowing clues.
8.12: Identify sensory details and figurative language.
For example, students read The Cricket in Times Square, by George Selden, noticing passages that contain figurative language and sensory details, such as: “And the air was full of the roar of traffic and the hum of human beings. It was as if Times Square were a kind of shell, with colors and noises breaking in great waves inside it.” Then students discuss the effect of the images and draw an illustration that captures their interpretation of one image.
8.13: Identify the speaker of a poem or story.
8.14: Make judgments about setting, characters, and events and support them with evidence from the text.
9.3: Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author’s life.
For example, students read excerpts from a biography of Laura Ingalls Wilder and discuss how she drew upon her personal experiences when she wrote Little House on the Prairie.
10.2: Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.
For example, after reading a variety of materials on bats, students write a class magazine that includes poetry, fiction, and nonfiction articles on the subject.
11.2: Identify themes as lessons in folktales, fables, and Greek myths for children. For example, students read Aesop fables, folktales from several countries, and Greek myths and discuss the lessons the stories demonstrate.
12.2: Identify and analyze the elements of plot, character, and setting in the stories they read and write.
For example, after reading several adventure tales, students identify elements of the adventure story (leaving home, growing stronger through facing difficulty, returning home), and find individual examples of other adventure stories to present to the class.
14.2: Identify rhyme and rhythm, repetition, similes, and sensory images in poems.
For example, during a study of animals, students read animal poems and songs, such as “Jellicle Cats,” a poem in T. S. Eliot’s Old Possum’s Book of Practical Cats. Students write their own animal poems and recite or sing their own lyrics.
15.2: Identify words appealing to the senses or involving direct comparisons in literature and spoken language.
For example, after reading The Great Yellowstone Fire, by Carole G. Vogel and Kathryn A. Goldner, students discuss examples of an author’s use of vivid verbs that bring an idea to life (“the flames skipped across the treetops”), and use vivid verbs in their own writing.
16.4: Identify phenomena explained in origin myths (Prometheus/fire; Pandora/evils).
16.5: Identify the adventures or exploits of a character type in traditional literature.
For example, students listen to and compare trickster tales across cultures such as the Anansi tales from Africa, the Iktomi stories of the Plains Indians, the Br’er Rabbit tales, and the pranks of Til Eulenspiegel.
Comparison of South Carolina’s 2008 ELA Standards and Common Core’s ELA Standards

16.6: Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology and other traditional literature (See Appendix A).
17.2: Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed.
18.2: Plan and perform readings of selected texts for an audience, using clear diction and voice quality (volume, tempo, pitch, tone) appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations.

For informational/expository texts:
8.15: Locate facts that answer the reader’s questions.
8.16: Distinguish cause from effect.
8.17: Distinguish fact from opinion or fiction.
8.18: Summarize main ideas and supporting details.
For example, students read Christopher Columbus, by Stephen Krensky. In pairs they summarize important facts about Columbus’s voyage, arrival, search for gold, failure to understand the treasures on the islands, and return to Spain. Then students revise, edit, rewrite, and illustrate their reports and display them in the classroom or library.
13.6: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary).
13.7: Identify and use knowledge of common graphic features (charts, maps, diagrams, illustrations).
13.8: Identify and use knowledge of common organizational structures (chronological order).
For example, as they study European colonization of America, students examine an annotated map that shows the colonies of Massachusetts, Rhode Island, New York, Pennsylvania, Maryland, Virginia, and North and South Carolina. As a class project, they use the information from the map to construct a timeline showing the names, founding dates, and significant facts about each colony.
13.9: Locate facts that answer the reader’s questions.
13.10: Distinguish cause from effect.
13.11: Distinguish fact from opinion or fiction.
13.12: Summarize main ideas and supporting details.

WRITING
19.9: Write stories that have a beginning, middle, and end and contain details of setting.
19.10: Write short poems that contain simple sense details.
19.11: Write brief summaries of information gathered through research.
For example, students plan a mini-encyclopedia on birds. As a group, they generate a set of questions they want to answer, choose individual birds to research, gather information, compose individual illustrated reports, and organize their reports for a classroom encyclopedia.
19.12: Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support.
19.13: Write an account based on personal experience that has a clear focus and sufficient supporting detail.
20.2: Use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation).
23.3: Organize plot events of a story in an order that leads to a climax.
23.4: Organize ideas for a brief response to a reading.
23.5: Organize ideas for an account of personal experience in a way that makes sense.

CONVENTIONS
22.3: Write legibly in cursive, leaving space between letters in a word and between words in a sentence.
22.4: Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
22.5: Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
22.6: Spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).

RESEARCH
24.2: Identify and apply steps in conducting and reporting research:
• Define the need for information and formulate open-ended research questions.
For example, students read Rudyard Kipling’s account of how the alphabet came to be in the Just So Stories and ask, “Where did our alphabet really come from?”
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- Initiate a plan for searching for information.
  The class lists possible sources of information such as books to read, electronic media to read and view, or people to interview.

- Locate resources.
  One group of students goes to the library/media center for books about the invention of writing; another group looks up "alphabet" in a primary encyclopedia CD; and a third group interviews speakers of languages other than English and upper-grade students who are studying Latin, Greek, French, Spanish, or German.

- Evaluate the relevance of the information.
  Having collected information from three sources, students decide which information is most relevant, accurate, and interesting.

- Interpret, use, and communicate the information.
  Students in one group sort information from library books into categories; the members of the second group organize information from the CD, and the members of the third group summarize what they have learned from students and speakers of other languages. The students organize and communicate the results of these different forms of research in a single coherent presentation with documented sources.

- Evaluate the research project as a whole.
  Students determine how accurately and efficiently they answered the question, "Where did our alphabet really come from?"

25.2: Form and explain personal standards or judgments of quality, display them in the classroom, and present them to family members.
For example, before displaying on the bulletin board their reports on their visit to the Science Museum, students propose their own criteria for distinguishing more effective reports from less effective ones.

MEDIA
26.2: Compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings.
27.2: Create presentations using computer technology.
For example, students make energy conservation pamphlets using elementary-level graphics software and digital photographs.
For example, students describe the differences and similarities in the way author E. B. White portrays Stuart Little in print and the way animators portray the character in a filmed version. They discuss the words White uses to describe Stuart and the degree to which the animators’ visualization captures the spirit of the original text. Students discuss the advantages of reading a description and imagining how a character looks, speaks, and moves, and the advantages of viewing a film, where these details have been supplied by the director, animators, or actors.

2001 MASSACHUSETTS ENGLISH LANGUAGE ARTS STANDARDS: GRADE 8

LANGUAGE
1.4: Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).
2.4: Integrate relevant information gathered from group discussions and interviews for reports.
For example, as part of a unit on Irish immigration to this country in the 19th century, students generate questions to ask neighbors, family members, or local experts about the topic. They also develop discussion questions to guide their reading of chapters from books treating the topic. Finally they integrate the information into a group report that first details the immigrants’ reasons for migrating to America and the social and economic conditions they faced on arrival, and then traces that progress toward the socioeconomic status many Irish Americans enjoy today.
3.10: Present an organized interpretation of a literary work, film, or dramatic production.
3.11: Use appropriate techniques for oral persuasion.
3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.
For example, students modify their original science project, designed to be presented to parents, when they explain it to a third-grade class.
3.13: Create a scoring guide based on categories supplied by the teacher (content, presentation style) to prepare and assess their presentations.

4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).

For example, students collect examples of sentences that contain contrast or cause-and-effect clues, such as “Most organisms need oxygen to survive, but many types of bacteria are anaerobic,” (contrast); or, “Because so much of the town was destroyed, rebuilding it will be an arduous task,” (cause and effect).

Students compile a list of words and phrases that cue contrast clues (but, however, on the other hand, except) and cause-and-effect clues (because, since, as a result, or therefore).

4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.

For example, while reading about men and women who pioneered in space and under the sea, students come across such words as astronaut and nautical and use their knowledge of Greek and Latin roots and the context to work out the meaning of these words. They then compile a list of words they find in their science materials that are based on other common Greek and Latin roots.

4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.

5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.

For example, students research the origins of common nouns (popcorn, denim, bus), as well as the meanings and origin of erudite foreign phrases (sub rosa, caveat emptor, carte blanche), and popularly used foreign phrases (bon appetit, au revoir, numero uno), for the purpose of creating their own etymological dictionary.

6.7: Analyze the language styles of different characters in literary works.

For example, students compare selections of dialogue by various characters in Mark Twain’s The Adventures of Tom Sawyer in order to identify and analyze differences in language style.

**READING AND LITERATURE**

For imaginative/literary texts:

8.23: Use knowledge of genre characteristics to analyze a text.

8.24: Interpret mood and tone, and give supporting evidence in a text.

For example, students read excerpts from A Gathering of Days, by Joan W. Blos, a novel written in diary form of the last year a fourteen-year-old girl lived on the family farm in New Hampshire. Students write in their own journals and then discuss in groups how the difficulties of the year—her best friend’s death, for instance—are reflected in the writing’s tone, and the extent to which detail in the writing helps the reader to understand and relate to the text.

8.25: Interpret a character’s traits, emotions, or motivation and give supporting evidence from a text.

9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.

For example, students read Irene Hunt’s Across Five Aprils or Stephen Crane’s Red Badge of Courage. In order to understand the historical background of the work, they examine Matthew Brady’s photographs from the Civil War, read excerpts from various soldiers’ diaries and letters, and study Julia Ward Howe’s “Battle Hymn of the Republic” and other Civil War songs. Then they relate what they learn to events, settings, and characters from the book.

10.4: Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.

For example, students read Anne Frank’s Diary of a Young Girl and the play based on it. After analyzing the differences between them, students take excerpts from the diary not used in the play, create a scene, and perform it.

11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.

For example, students explore the theme, “Understanding involves putting yourself in someone else’s shoes,” in interviews with adults, in fiction, and in biographies to identify what real and fictional people have experienced, and report their findings to the class.

12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.
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For example, students read stories by Edgar Allan Poe such as “The Tell-Tale Heart” and “The Black Cat,” identify characters’ traits and states of mind, and analyze how these characteristics establish the conflict and progression of the plot.

14.4: Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry:
• sound (alliteration, onomatopoeia, internal rhyme, rhyme scheme);
• figurative language (personification, metaphor, simile, hyperbole);
• graphics (capital letters, line length, word position).

For example, students explore ways in which poets use sound effects (as accompaniment) in humorous poems by authors such as Laura Richards, Lewis Carroll, Ogden Nash, or Shel Silverstein; or (as reinforcement of meaning) in serious poems by such writers as Robert Louis Stevenson, Edna St. Vincent Millay, Marianne Moore, or Alfred Noyes. They incorporate these effects in their own poems.

15.5: Identify and analyze imagery and figurative language.

For example, students read or listen to three poems from Stephen Dunning’s anthology, Reflections On a Gift of Watermelon Pickle that employ extended metaphor. They discuss the effect of extended metaphor on the reader or listener and then write their own extended metaphor poems.

15.6: Identify and analyze how an author’s use of words creates tone and mood.

16.9: Identify conventions in epic tales (extended simile, the quest, the hero’s tasks, special weapons or clothing, helpers).

For example, after reading stories about Perseus, Theseus, or Herakles, students create their own hero tale, employing conventions such as interventions of the gods, mythical monsters, or a series of required tasks.

16.10: Identify and analyze similarities and differences in mythologies from different cultures (ideas of the afterlife, roles and characteristics of deities, types and purposes of myths).

17.5: Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed:
• setting (place, historical period, time of day);
• plot (exposition, conflict, rising action, falling action); and
• characterization (character motivations, actions, thoughts, development).

17.6: Identify and analyze the similarities and differences in the presentation of setting, character, and plot in texts, plays, and films.

18.4: Develop and present characters through the use of basic acting skills (memorization, sensory recall, concentration, diction, body alignment, expressive detail), explain the artistic choices made, and use a scoring guide with teacher-developed categories (content, presentation style) to create scoring criteria for assessment.

For example, pairs of students create biographies for the characters in an open script (one with no stage directions or character descriptions), and improvise appropriate vocal qualities and movement for them. The class analyzes the dramatic interpretations of each pair.

For informational/expository texts:

8.26: Recognize organizational structures and use of arguments for and against an issue.

8.27: Identify evidence used to support an argument.

8.28: Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.

13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).

13.19: Identify and use knowledge of common graphic features (charts, maps, diagrams).

13.20: Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).

For example, students read a variety of informational materials (biography, diary, textbook, encyclopedia, magazine article) on a Civil War figure and write a report using an appropriate organizational structure.

13.21: Recognize use of arguments for and against an issue.
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WRITING
19.19: Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.
19.20: Write poems using poetic techniques (alliteration, onomatopoeia, rhyme scheme), figurative language (simile, metaphor, personification), and graphic elements (capital letters, line length, word position).
19.21: Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.
19.22: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.
19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.
20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.
   For example, in preparation for an upcoming election, student candidates and their supporters discuss the most appropriate and appealing methods of presenting their messages. They then write speeches, make posters, design campaign buttons, or compose jingles for targeted audiences. As a group, students discuss how genre and audience work together to support arguments being advanced.
21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.
21.7: Improve word choice by using a variety of references.
23.9: Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks).
   For example, after reading the short story, “The Bet,” by Anton Chekhov, students use a flashback in their own stories and discuss the effect of this technique.
23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.
23.11: Organize ideas for writing comparison-and-contrast essays.
   For example, in writing a comparison between two characters, students consider two forms for organizing their ideas. In the opposing form they describe all the similarities together, write a transition, and then describe all the differences. In the alternating form, they create categories for their information (appearance, character traits, relationships with other characters) and describe both similarities and differences within each category.
25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.

RESEARCH
24.4: Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:
   • differentiate between primary and secondary source materials;
   • differentiate between paraphrasing and using direct quotes in a report;
   • organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing;
   • document information and quotations and use a consistent format for footnotes or endnotes; and
   • use standard bibliographic format to document sources.
   For example, students read Charles Dickens’ A Christmas Carol. Grouped into “families” from various strata of Victorian society, they use electronic, Internet, and print resources to gather information about daily life in Victorian England before hosting a period tea party for parents and administrators, imitating the social graces of the period. During the tea, the adults ask students questions about the roles they are playing. Then students organize and write a report presenting and documenting their research.

CONVENTIONS
5.15: Recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).
5.16: Distinguish phrases from clauses.
5.17: Recognize the makeup and function of prepositional phrases.
5.18: Identify simple, compound, and complex sentences.
5.19: Recognize appropriate use of pronoun reference.
5.20: Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).
5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences. 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory
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structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.

MEDIA
26.4: Analyze the effect on the reader’s or viewer’s emotions of text and image in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects.
For example, students compare how newspapers, radio, television, and Internet news outlets cover the same story, such as the Boston Marathon or a day in a political campaign, analyzing how words, sounds, and still or moving images are used in each medium. For their final project they write about how the medium of communication affects the story conveyed.
27.4: Create media presentations and written reports on the same subject and compare the differences in effects of each medium.
For example, two groups of students create reports on the United States Supreme Court: one a written report and the other a multimedia presentation. When both groups have presented their reports to the class, classmates evaluate the information they learned from each presentation.
27.5: Use criteria to assess the effectiveness of media presentations.

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LANGUAGE
1.6: Drawing on one of the widely used professional evaluation forms for group discussion, evaluate how well participants engage in discussions at a local meeting.
For example, using evaluation guidelines developed by the National Issues Forum, students identify, analyze, and evaluate the rules used in a formal or informal government meeting or on a television news discussion program.
2.6: Analyze differences in responses to focused group discussion in an organized and systematic way.
For example, students read and discuss “The Fall of the House of Usher,” by Edgar Allan Poe, as an example of observer narration; “The Prison,” by Bernard Malamud, as an example of single character point of view; and “The Boarding House,” by James Joyce, as an example of multiple character point of view. Students summarize their conclusions about how the authors’ choices regarding literary narrator made a difference in their responses as readers, and present their ideas to the class.
3.17: Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.
3.18: Create an appropriate scoring guide to evaluate final presentations.
4.26: Identify and use correctly new words acquired through study of their different relationships to other words.
4.27: Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed.
For example, students each choose a word in a favorite literary passage and examine all the synonyms for it in a thesaurus. They decide if any of the synonyms might be suitable substitutes in terms of meaning and discuss the shades of meaning they perceive. They also speculate about what other considerations the author might have had for the specific choice of word.
5.30: Identify, describe, and apply all conventions of standard English.
5.31: Describe historical changes in conventions for usage and grammar.
5.32: Explain and evaluate the influence of the English language on world literature and world cultures.
5.33: Analyze and explain how the English language has developed and been influenced by other languages.
6.10: Analyze the role and place of standard American English in speech, writing, and literature.
6.11: Analyze how dialect can be a source of negative or positive stereotypes among social groups.

READING AND LITERATURE
For imaginative/literary texts:
8.32: Identify and analyze the point(s) of view in a literary work.
8.33: Analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood.
9.7: Relate a literary work to the seminal ideas of its time.
For example, students read Matthew Arnold’s poem, “Dover Beach.” In order to understand the 19th century controversy over the implications of evolutionary theory, they read letters, essays, and excerpts from the period. Then they use what they have learned to inform their understanding of the poem and write an interpretive essay.
10.6: Identify and analyze characteristics of genres (satire, parody, allegory, pastoral) that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay, and editorial.
For example, as they read Joseph Heller’s Catch 22, students consider: “Satirists harbor some distaste for the establishment and are most effective only when they present their message subtly. One way to present the savage
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**WRITING**

8.34: Analyze and evaluate the logic and use of evidence in an author’s argument.

13.27: Analyze, explain, and evaluate how authors use the elements of nonfiction to achieve their purposes.

For example, students analyze Night Country, by Loren Eiseley, or several essays by Lewis Thomas or Stephen Jay Gould, and then explain and evaluate how these authors choose their language and organize their writing to help the general reader understand the scientific concepts they present.

15.9: Identify, analyze, and evaluate an author’s use of rhetorical devices in persuasive argument.

**WRITING**

19.28: Write well-organized stories or scripts with an explicit or implicit theme, using a variety of literary techniques.

19.29: Write poems using a range of forms and techniques.

19.30: Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation.

For example, students compose an essay for their English and American history classes on de Toqueville’s observations of American life in the 1830s, examining whether his characterization of American society is still applicable today.

20.6: Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments.

21.9: Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.
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For example, after rethinking how well they have handled matters of style, meaning, and tone from the perspective of the major rhetorical elements, graduating seniors revise a formal letter to their school committee, detailing how they have benefited from the education they have received in the district and offering suggestions for improving the educational experience of future students.

23.14: Organize ideas for emphasis in a way that suits the purpose of the writer. For example, students select a method of giving emphasis (most important information first or last, most important idea has the fullest or briefest presentation) when supporting a thesis about characterization in Edwin Arlington Robinson’s narrative poems, “Richard Corey” and “Miniver Cheevy.” Or students use one of five methods (comparison and contrast, illustration, classification, definition, analysis) of organizing their ideas in exposition as determined by the needs of their topic.

23.15: Craft sentences in a way that supports the underlying logic of the ideas. For example, after writing a critical essay, students examine each sentence to determine whether the placement of phrases or dependent clauses supports the emphasis they desire in the sentence and in the paragraph as a whole.

25.6: Individually develop and use criteria for assessing work across the curriculum, explaining why the criteria are appropriate before applying them. For example, students design their own criteria to evaluate research projects in English language arts or local history. Before a review panel of students, family, and community experts, students justify these criteria and explain how they have applied them.

22.10: Use all conventions of standard English when writing and editing.

RESEARCH
24.6: Formulate original, open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach, and documentation of sources. For example, as they study the modern history of Native American groups, students analyze the difference between open-ended research questions and “biased” or “loaded” questions. The answers to open-ended questions are not known in advance (e.g., “How do casinos on tribal land affect the economy of the Native American group owning them and the economy of the region?”). In a “biased” or “loaded” question, on the other hand, the wording of the question suggests a foregone conclusion (e.g., “Why are casinos on tribal lands detrimental to Native Americans and to the economy of the region?”).

MEDIA
26.6: Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them. For example, on computers students go to web sites such as the National Park Service that are visual and nonlinear in nature. They evaluate the effectiveness of the visual design and the accuracy and organization of the text and visual information.

27.8: Create coherent media productions that synthesize information from several sources. For example, students create web pages that demonstrate understanding of the social or political philosophy of several writers of a historical period, a literary movement, or public issue.