



**South Dakota State Standards Alignments**  
Grades One through Twelve



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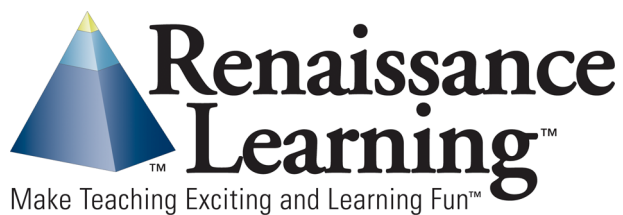


## South Dakota State Standards Alignments

# Abbreviated Standards List with Aligned Product Skills

The Abbreviated Standards List with Aligned Product Skills Report is a standards-oriented document showing only those standards that align to the product objectives. The subject and grade display on the left side of the report with the aligning product objectives on the right side. This alignment report shows the breadth of standards coverage for the purpose and focus of this product.

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Note to educator:

Thank you for your interest in Renaissance Learning<sup>TM</sup> technology. The attached document contains the alignment between the software and/or instructional materials and the skills described in the state standard documentation.

At Renaissance Learning, we recognize the impact that the standards-based reform movement and high-stakes standardized testing have on schools, and we share the concerns of educators and administrators that students perform well on high-stakes assessments.

We hope that this report answers your questions regarding the alignment of Renaissance Learning technology and materials to your state standards. If you have any questions about the attached document, please feel free to call us at (877) 204-5058.

Sincerely,

Renaissance Sales and Funding Staff



<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Dakota, English Language Arts, Adopted 2004, rev. March 2007, Grade 1, South Dakota Reading Content Standards, produced by South Dakota Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SD 1.R.1.6</b> - (Comprehension) Students can interpret vocabulary when reading independently.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Understanding words in context
		<b>Skill 11</b> - OP11 Working independently
	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 1</b> - V01 Using context clues
		<b>Skill 2</b> - V02 Making inferences for vocabulary
<b>SD 1.R.1.7</b> - (Application) Students can read high-frequency words in text.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Understanding words in context
		<b>Skill 2</b> - OP02 Recognizing words
<b>SD 1.R.2.1</b> - (Application) Students can comprehend text by applying reading strategies.	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C02 Understanding authentic text
		<b>Skill 3</b> - C03 Using context clues for comprehension
		<b>Skill 4</b> - C04 Making inferences for comprehension
		<b>Skill 5</b> - C05 Drawing conclusions for comprehension
		<b>Skill 6</b> - C06 Making connections with prior knowledge
<b>SD 1.R.2.2</b> - (Application) Students can utilize comprehension strategies.	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C02 Understanding authentic text
		<b>Skill 3</b> - C03 Using context clues for comprehension
		<b>Skill 4</b> - C04 Making inferences for comprehension
		<b>Skill 5</b> - C05 Drawing conclusions for comprehension
		<b>Skill 6</b> - C06 Making connections with prior knowledge

<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Dakota, English Language Arts, Adopted 2004, rev. March 2007, Grade 2, South Dakota Reading Content Standards, produced by South Dakota Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SD 2.R.2.1</b> - (Application) Students can apply strategies to read and comprehend text.	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C02 Understanding authentic text
		<b>Skill 3</b> - C03 Using context clues for comprehension
		<b>Skill 4</b> - C04 Making inferences for comprehension
		<b>Skill 5</b> - C05 Drawing conclusions for comprehension
		<b>Skill 6</b> - C06 Making connections with prior knowledge

<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Dakota, English Language Arts, Adopted 2004, rev. March 2007, Grade 3, South Dakota Reading Content Standards, produced by South Dakota Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SD 3.R.1.1</b> - (Application) Students can decode using word recognition skills.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognizing words
<b>SD 3.R.2.1</b> - (Application) Students can apply comprehension strategies to read and interpret text.	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C02 Understanding authentic text
		<b>Skill 3</b> - C03 Using context clues for comprehension
		<b>Skill 4</b> - C04 Making inferences for comprehension
		<b>Skill 5</b> - C05 Drawing conclusions for comprehension
		<b>Skill 6</b> - C06 Making connections with prior knowledge
<b>SD 3.R.2.2</b> - (Application) Students can fluently read aloud and silently to comprehend text.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 4</b> - OP04 Drawing meaning from text
		<b>Skill 13</b> - OP13 Reading and understanding grade-appropriate text
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C02 Understanding authentic text
		<b>Skill 3</b> - C03 Using context clues for comprehension
		<b>Skill 4</b> - C04 Making inferences for comprehension
		<b>Skill 5</b> - C05 Drawing conclusions for comprehension
		<b>Skill 6</b> - C06 Making connections with prior knowledge

<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Dakota, English Language Arts, Adopted 2004, rev. March 2007, Grade 4, South Dakota Reading Content Standards, produced by South Dakota Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SD 4.R.1.2</b> - (Comprehension) Students can identify meanings of unfamiliar vocabulary.	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 1</b> - V01 Using context clues
		<b>Skill 2</b> - V02 Making inferences for vocabulary
<b>SD 4.R.2.1</b> - (Synthesis) Students can construct meaning from text by applying comprehension strategies.	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C02 Understanding authentic text
		<b>Skill 3</b> - C03 Using context clues for comprehension
		<b>Skill 4</b> - C04 Making inferences for comprehension
		<b>Skill 5</b> - C05 Drawing conclusions for comprehension
		<b>Skill 6</b> - C06 Making connections with prior knowledge
		<b>Skill 1</b> - C01 Understanding what is read
<b>SD 4.R.2.3</b> - (Application) Students can utilize fluency strategies to comprehend literature and other materials.	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 2</b> - C02 Understanding authentic text
		<b>Skill 3</b> - C03 Using context clues for comprehension
		<b>Skill 4</b> - C04 Making inferences for comprehension
		<b>Skill 5</b> - C05 Drawing conclusions for comprehension
		<b>Skill 6</b> - C06 Making connections with prior knowledge
		<b>Skill 6</b> - C06 Making connections with prior knowledge

<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Dakota, English Language Arts, Adopted 2004, rev. March 2007, Grade 5, South Dakota Reading Content Standards, produced by South Dakota Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SD 5.R.1.2</b> - (Analysis) Students can determine word meaning using prior knowledge and context clues.	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 1</b> - V01 Using context clues
		<b>Skill 2</b> - V02 Making inferences for vocabulary
		<b>Skill 3</b> - V03 Making connections with prior knowledge
<b>SD 5.R.2.1</b> - (Application) Students can utilize comprehension strategies while constructing meaning.	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C02 Understanding authentic text
		<b>Skill 3</b> - C03 Using context clues for comprehension
		<b>Skill 4</b> - C04 Making inferences for comprehension
		<b>Skill 5</b> - C05 Drawing conclusions for comprehension
		<b>Skill 6</b> - C06 Making connections with prior knowledge
<b>SD 5.R.2.2</b> - (Application) Students can apply fluency strategies to gain meaning from text.	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C02 Understanding authentic text
		<b>Skill 3</b> - C03 Using context clues for comprehension
		<b>Skill 4</b> - C04 Making inferences for comprehension
		<b>Skill 5</b> - C05 Drawing conclusions for comprehension
		<b>Skill 6</b> - C06 Making connections with prior knowledge

<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Dakota, English Language Arts, Adopted 2004, rev. March 2007, Grade 6, South Dakota Reading Content Standards, produced by South Dakota Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SD 6.R.1.2</b> - (Application) Students can utilize context to comprehend words with multiple meanings.	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 1</b> - V01 Using context clues
<b>SD 6.R.2.1</b> - (Analysis) Students can utilize direct and implied meaning to comprehend text.	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C02 Understanding authentic text
		<b>Skill 3</b> - C03 Using context clues for comprehension
		<b>Skill 4</b> - C04 Making inferences for comprehension
		<b>Skill 5</b> - C05 Drawing conclusions for comprehension
		<b>Skill 6</b> - C06 Making connections with prior knowledge
<b>SD 6.R.2.2</b> - (Application) Students can demonstrate the elements of fluency to comprehend text.	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C02 Understanding authentic text
		<b>Skill 3</b> - C03 Using context clues for comprehension
		<b>Skill 4</b> - C04 Making inferences for comprehension
		<b>Skill 5</b> - C05 Drawing conclusions for comprehension
		<b>Skill 6</b> - C06 Making connections with prior knowledge

<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Dakota, English Language Arts, Adopted 2004, rev. March 2007, Grade 7, South Dakota Reading Content Standards, produced by South Dakota Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SD 7.R.2.1</b> - (Application) Students can interpret text using comprehension strategies.	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C02 Understanding authentic text
		<b>Skill 3</b> - C03 Using context clues for comprehension
		<b>Skill 4</b> - C04 Making inferences for comprehension
		<b>Skill 5</b> - C05 Drawing conclusions for comprehension
		<b>Skill 6</b> - C06 Making connections with prior knowledge
		<b>SD 7.R.2.2</b> - (Application) Students can read fluently to comprehend grade-level text.
<b>Skill 2</b> - C02 Understanding authentic text		
<b>Skill 3</b> - C03 Using context clues for comprehension		
<b>Skill 4</b> - C04 Making inferences for comprehension		
<b>Skill 5</b> - C05 Drawing conclusions for comprehension		
<b>Skill 6</b> - C06 Making connections with prior knowledge		

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<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Dakota, English Language Arts, Adopted 2004, rev. March 2007, Grade 8, South Dakota Reading Content Standards, produced by South Dakota Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SD 8.R.2.1</b> - (Analysis) Students can analyze text using comprehension strategies.	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C02 Understanding authentic text
		<b>Skill 3</b> - C03 Using context clues for comprehension
		<b>Skill 4</b> - C04 Making inferences for comprehension
		<b>Skill 5</b> - C05 Drawing conclusions for comprehension
		<b>Skill 6</b> - C06 Making connections with prior knowledge
<b>SD 8.R.2.2</b> - (Application) Students can read fluently to comprehend grade-level text.	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C02 Understanding authentic text
		<b>Skill 3</b> - C03 Using context clues for comprehension
		<b>Skill 4</b> - C04 Making inferences for comprehension
		<b>Skill 5</b> - C05 Drawing conclusions for comprehension
		<b>Skill 6</b> - C06 Making connections with prior knowledge

<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Dakota, English Language Arts, Adopted 2004, rev. March 2007, Grade 9, South Dakota Reading Content Standards, produced by South Dakota Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SD 9.R.2.2</b> - (Application) Students can read fluently to comprehend grade-level text.	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C02 Understanding authentic text
		<b>Skill 3</b> - C03 Using context clues for comprehension
		<b>Skill 4</b> - C04 Making inferences for comprehension
		<b>Skill 5</b> - C05 Drawing conclusions for comprehension
		<b>Skill 6</b> - C06 Making connections with prior knowledge

<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Dakota, English Language Arts, Adopted 2004, rev. March 2007, Grade 10, South Dakota Reading Content Standards, produced by South Dakota Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SD 10.R.2.2</b> - (Application) Students can read fluently to comprehend grade-level text.	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C02 Understanding authentic text
		<b>Skill 3</b> - C03 Using context clues for comprehension
		<b>Skill 4</b> - C04 Making inferences for comprehension
		<b>Skill 5</b> - C05 Drawing conclusions for comprehension
		<b>Skill 6</b> - C06 Making connections with prior knowledge

<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Dakota, English Language Arts, Adopted 2004, rev. March 2007, Grade 11, South Dakota Reading Content Standards, produced by South Dakota Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SD 11.R.2.2</b> - (Application) Students can read fluently to comprehend grade-level text.	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C02 Understanding authentic text
		<b>Skill 3</b> - C03 Using context clues for comprehension
		<b>Skill 4</b> - C04 Making inferences for comprehension
		<b>Skill 5</b> - C05 Drawing conclusions for comprehension
		<b>Skill 6</b> - C06 Making connections with prior knowledge

<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Dakota, English Language Arts, Adopted 2004, rev. March 2007, Grade 12, South Dakota Reading Content Standards, produced by South Dakota Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SD 12.R.1.1</b> - (Synthesis) Students can interpret the meaning of unfamiliar words by selecting context clues.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Understanding words in context
	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 1</b> - V01 Using context clues
<b>SD 12.R.2.2</b> - (Application) Students can read fluently to comprehend grade-level text.	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C02 Understanding authentic text
		<b>Skill 3</b> - C03 Using context clues for comprehension
		<b>Skill 4</b> - C04 Making inferences for comprehension
		<b>Skill 5</b> - C05 Drawing conclusions for comprehension
		<b>Skill 6</b> - C06 Making connections with prior knowledge