STAR Early Literacy™

South Carolina Standards Alignment
Prekindergarten through Grade Three

Renaissance Learning™

Standards by
Academic Benchmarks

STAR Early Literacy™

South Carolina Standards Alignment

Standards List with Aligned Product Skills

The Standards List with Aligned Product Skills Report is a standards-oriented document showing the entire list of standards for the subject and grade 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.

Note to Educator:

Thank you for your interest in Renaissance Learning technology. The attached document contains the alignment between the software and/or instructional materials and the skills described in the state standards 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 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 (800) 338-4204.

Sincerely,

Renaissance Sales and Funding Staff

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, Language and Literacy, 2007, 4-Year Olds, Early Learning Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
- Reading		
SC ELA-4K-I - Understanding and Using Literary Texts		
SC ELA-1 - The student will begin to read and comprehend a variety of literary texts in print and non-print formats.		
SC ELA-4K-1.1 - Show interest in informational texts about familiar objects.		
SC ELA-4K-1.2 - Make relevant comments or appropriate responses to story events or characters.		
SC ELA-4K-1.3 - Distinguish between descriptions of story events and spoken words of characters.		
SC ELA-4K-1.4 - Respond to elements of colorful language in stories and poetry.		
SC ELA-4K-1.5 - Retell one or two events from a story read aloud.		
SC ELA-4K-1.6 - Begin to identify significant words from text read aloud.		
SC ELA-4K-1.7 - Recall some details in stories read aloud.	**Skill Area 1** - Overall Product (OP)	**Skill 13** - OP13 Responding to multiple-choice questions
		Skill 27 - OP27 Developing listening skills
SC ELA-4K-1.8 - Incorporate favorite parts of literary texts into play activities.		
SC ELA-4K-1.9 - Begin to distinguish between real and make-believe in stories read aloud.		
SC ELA-4K-1.10 - Begin to ask questions about the causes of events they observe or hear about in books.		
SC ELA-4K-1.11 - Explore books independently.		
SC ELA-4K-II - Understanding and Using Informational Texts		
SC ELA-2 - The student will begin to read and comprehend a variety of informational texts in print and non-print formats.		
SC ELA-4K-2.1 - Show interest in informational texts about familiar objects.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, Language and Literacy, 2007, 4-Year Olds, Early Learning Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC ELA-4K-2.2 - Begin asking "how and why" questions when looking at texts.		
SC ELA-4K-2.3 - Relate information from texts to personal experience.		
SC ELA-4K-2.4 - Incorporate information from informational texts into play activities.		
SC ELA-4K-2.5 - Identify familiar environmental print.		
SC ELA-4K-2.6 - Begin to understand graphic information which he/she has participated in creating.		
SC ELA-4K-2.7 - Not expected at this level.		
SC ELA-4K-2.8 - Begin to ask questions about the causes of events they observe or hear about in books.		
SC ELA-4K-2.9 - Seek information by looking at texts, signs and photographs in the classroom.		
SC ELA-4K-III - Learning to Read		
SC ELA-3 - The student will learn to read by applying appropriate skills and strategies.		
- Oral Language Acquisition & Vocabulary Development		
SC ELA-4K-3.1 - Begin to use both pictures and text read aloud as cues to meaning of unfamiliar words.		
SC ELA-4K-3.2 - Create a different form of a familiar word by adding "-ed" ending to show past action.		
SC ELA-4K-3.3 - Display curiosity and interest in learning new words.		
SC ELA-4K-3.4 - Begin understanding how print is used to bring meaning.	**Skill Area 1** - Overall Product (OP)	**Skill 30** - OP30 Understanding concepts of print
- Fluency		
SC ELA-4K-3.5 - Not expected at this level.		
SC ELA-4K-3.6 - Participate in choral speaking of poems, songs, and stories with repeated patterns.		
- Phonemic Awareness and Phonics		

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name	
South Carolina, Language and Literacy, 2007, 4-Year Olds, Early Learning Standards, State Department of Education	STAR Early Literacy	

Standard	Skill Area Description	Skill Description
SC ELA-4K-3.7 - Begin using appropriate voice volume, sentence structure (syntax), and vocabulary.		
SC ELA-4K-3.8 - Use word beginnings and endings as language play or comprehension clue.		
SC ELA-4K-3.9 - Recognize rhyming words with adult modeling.	**Skill Area 5** - Phonemic Awareness (PA)	**Skill 1** - PA01 Identifying rhyming words
SC ELA-4K-3.10 - Create words by orally adding, deleting, or changing sounds in response to adult prompt.		
SC ELA-4K-3.11 - Not expected at this level.		
SC ELA-4K-3.12 - Begin identifying some letter sounds and matching them to letters.	**Skill Area 1** - Overall Product (OP)	**Skill 3** - OP03 Recognizing sounds of the alphabet
		Skill 4 - OP04 Identifying letter sounds
	Skill Area 3 - Graphophonemic Knowledge (GK)	**Skill 4** - GK04 Recognizing letter sounds
	Skill Area 1 - Overall Product (OP)	**Skill 25** - OP25 Developing phonemic awareness
SC ELA-4K-3.13 - Identify several letters and their general order in the alphabet.		
SC ELA-4K-3.14 - Beginning to understand that letters can represent speech sounds.	**Skill Area 1** - Overall Product (OP)	**Skill 4** - OP04 Identifying letter sounds
		Skill 25 - OP25 Developing phonemic awareness
- Oral Language Acquisition and Comprehension Development		
SC ELA-4K-3.15 - Begin to recognize similarities in sounds at the beginning and ending of words.	**Skill Area 6** - Phonics (PH)	**Skill 3** - PH03 Identifying beginning consonant sounds
		Skill 4 - PH04 Identifying ending consonant sounds
	Skill Area 1 - Overall Product (OP)	**Skill 25** - OP25 Developing phonemic awareness
SC ELA-4K-3.16 - Not expected at this level.		
SC ELA-4K-3.17 - Not expected at this level.		
- Concepts about Print		
SC ELA-4K-3.18 - Not expected at this level.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, Language and Literacy, 2007, 4-Year Olds, Early Learning Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC ELA-4K-3.19 - Make connections to prior knowledge, other texts, and the world in response to texts read aloud.		
SC ELA-4K-3.20 - Identify familiar environmental print such as business logos and traffic signs.		
SC ELA-4K-3.21 - Progress in understanding how books are viewed.		
SC ELA-4K-3.22 - Understand relationship between print and pictures on page.	**Skill Area 9** - Vocabulary (VO)	**Skill 1** - VO01 Matching words and pictures
	Skill Area 1 - Overall Product (OP)	**Skill 30** - OP30 Understanding concepts of print
SC ELA-4K-3.23 - Begin recognizing some letters in words.	**Skill Area 1** - Overall Product (OP)	**Skill 2** - OP02 Recognizing letters and words in print
		Skill 30 - OP30 Understanding concepts of print
- Writing		
SC ELA-4K-IV - Developing Written Communication		
SC ELA-4 - The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of conventions of written Standard American English.		
- Oral Language Expression		
SC ELA-4K-4.1 - Describe events of personal significance.		
SC ELA-4K-4.2 - Uses sentences of 3-5 words (when appropriate in conversation) while describing familiar events or actions.		
- Early Writing Development		
SC ELA-4K-4.3 - Creates a picture and labels it orally.		
SC ELA-4K-4.4 - Not expected at this level.		
SC ELA-4K-4.5 - Not expected at this level.		
SC ELA-4K-4.6 - Understands that each person in the class has a first and last name.		
SC ELA-4K-4.7 - Begin to understand the relationship between oral language and written language.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, Language and Literacy, 2007, 4-Year Olds, Early Learning Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC ELA-4K-4.8 - Contribute to small group or whole class dictation activities.		
SC ELA-4K-4.9 - Makes some upper case letters without regard to proportion or placement.		
SC ELA-4K-4.10 - Not expected at this level.		
SC ELA-4K-4.11 - Not expected at this level.		
SC ELA-4K-V - Producing Written Communications in a Variety of Forms		
SC ELA-5 - The student will begin to write for a variety of purposes and audiences.		
SC ELA-4K-5.1 - Combine some letters with pretend writing.		
SC ELA-4K-5.2 - Use drawings, letters, or words to create narratives about people and things in their environment.		
SC ELA-4K-5.3 - Represent familiar people and experiences through art and language.		
SC ELA-4K-5.4 - Contribute to small group or whole class stories, rhymes or poems.		
- Researching		
SC ELA-4K-VI - Applying the Skills of Inquiry and Oral Communication		
SC ELA-6 - The student will begin to access and use information from a variety of sources.		
SC ELA-4K-6.1 - Ask "how" and "why" questions about things in books and their environment.		
SC ELA-4K-6.2 - Begin to use classroom resources such as books, charts, photographs and graphs to gain information about topics of interest.		
SC ELA-4K-6.3 - Classify objects and information by observable attributes into predetermined categories.		
SC ELA-4K-6.4 - Complete a thought or idea when communicating with others.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, Language and Literacy, 2007, 4-Year Olds, Early Learning Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC ELA-4K-6.5 - Carry out simple directions and directives.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, Language and Literacy, 2007, 5-Year Olds, Early Learning Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
- Reading		
SC ELA-K-I - Understanding and Using Literary Texts		
SC ELA-1 - The student will begin to read and comprehend a variety of literary texts in print and non-print formats.		
SC ELA-K-1.1 - Summarize the main idea and details from literacy texts read aloud.		
SC ELA-K-1.2 - Use pictures and words to make predictions regarding a story read aloud.		
SC ELA-K-1.3 - Understand that a narrator tells the story.		
SC ELA-K-1.4 - Find examples of sound devices (including onomatopoeia and alliteration) in texts read aloud.		
SC ELA-K-1.5 - Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.		
SC ELA-K-1.6 - Discuss how the author's choice of words affects the meaning of the text. (For example, yell rather than said).		
SC ELA-K-1.7 - Use relevant details in summarizing stories read aloud.		
SC ELA-K-1.8 - Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).		
SC ELA-K-1.9 - Recall the characteristics of fantasy.		
SC ELA-K-1.10 - Explain the cause of an event described in stories read aloud.		
SC ELA-K-1.11 - Read independently for pleasure.		
SC ELA-K-II - Understanding and Using Informational Texts		
SC ELA-2 - The student will begin to read and comprehend a variety of informational texts in print and non-print formats.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, Language and Literacy, 2007, 5-Year Olds, Early Learning Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC ELA-K-2.1 - Summarize the central idea and details from informational texts read aloud.		
SC ELA-K-2.2 - Analyze texts during classroom discussions to make inferences.		
SC ELA-K-2.3 - Find facts in texts read aloud.		
SC ELA-K-2.4 - Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations.)		
SC ELA-K-2.5 - Understand that headings and print styles (for example, italics, bold, larger type) provide information to the reader.		
SC ELA-K-2.6 - Understand graphic features (for example, illustrations and graphs).		
SC ELA-K-2.7 - Recognize table of contents.		
SC ELA-K-2.8 - Explain the cause of an event in a text read aloud.		
SC ELA-K-2.9 - Read independently to gain information.		
SC ELA-K-III - Learning to Read		
SC ELA-3 - The student will learn to read by applying appropriate skills and strategies.		
- Oral Language Acquisition & Vocabulary Development		
SC ELA-K-3.1 - Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.		
SC ELA-K-3.2 - Create a different form of a familiar word by adding an -s or -ing ending.		
SC ELA-K-3.3 - Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).		
SC ELA-K-3.4 - Recognize high frequency words.	**Skill Area 1** - Overall Product (OP)	**Skill 8** - OP08 Recognizing high-frequency words
- Fluency		
SC ELA-K-3.5 - Understand that multiple small words can make compound words.	**Skill Area 8** - Structural Analysis (SA)	**Skill 3** - SA03 Identifying compound Words
SC ELA-K-3.6 - Use oral rhymes, poems, and songs to build fluency.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, Language and Literacy, 2007, 5-Year Olds, Early Learning Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
- Phonemic Awareness and Phonics		
SC ELA-K-3.7 - Use appropriate voice level when speaking.		
SC ELA-K-3.8 - Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.		
SC ELA-K-3.9 - Create rhyming words in response to an oral prompt.		
SC ELA-K-3.10 - Create words by orally adding, deleting, or changing sounds.		
SC ELA-K-3.11 - Use blending to generate words orally.		
SC ELA-K-3.12 - Match consonant and short-vowel sounds to the appropriate letters.	**Skill Area 6** - Phonics (PH)	**Skill 1** - PH01 Matching and recognizing long vowel sounds
		Skill 2 - PH02 Matching and recognizing short vowel sounds
	Skill Area 3 - Graphophonemic Knowledge (GK)	**Skill 4** - GK04 Recognizing letter sounds
SC ELA-K-3.13 - Recognize uppercase and lowercase letters and their order in the alphabet.	**Skill Area 3** - Graphophonemic Knowledge (GK)	**Skill 1** - GK01 Matching upper and lower case letters
		Skill 2 - GK02 Recognizing alphabetic sequence
		Skill 3 - GK03 Naming letters
	Skill Area 1 - Overall Product (OP)	**Skill 30** - OP30 Understanding concepts of print
SC ELA-K-3.14 - Identify beginning and ending sounds in words.	**Skill Area 1** - Overall Product (OP)	**Skill 3** - OP03 Recognizing sounds of the alphabet
	Skill Area 6 - Phonics (PH)	**Skill 3** - PH03 Identifying beginning consonant sounds
		Skill 4 - PH04 Identifying ending consonant sounds
	Skill Area 1 - Overall Product (OP)	**Skill 25** - OP25 Developing phonemic awareness
- Oral Language Acquisition and Comprehension Development		
SC ELA-K-3.15 - Classify words by categories (for example, beginning and ending sounds).		
SC ELA-K-3.16 - Use blending to begin reading words.	**Skill Area 5** - Phonemic Awareness (PA)	**Skill 2** - PA02 Blending word parts
		Skill 3 - PA03 Blending phonemes
SC ELA-K-3.17 - Begin to spell high-frequency words.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, Language and Literacy, 2007, 5-Year Olds, Early Learning Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
- Concepts about Print		
SC ELA-K-3.18 - Use letters and relationships to sounds to write words.		
SC ELA-K-3.19 - Use prior knowledge and life experiences to construct meaning from texts.		
SC ELA-K-3.20 - Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.		
SC ELA-K-3.21 - Know the parts of a book (including the front and back covers, the title, and the author's name).		
SC ELA-K-3.22 - Carry out left-to-right and top-to-bottom directionality on the printed page.	**Skill Area 1** - Overall Product (OP)	**Skill 30** - OP30 Understanding concepts of print
SC ELA-K-3.23 - Distinguish between letters and words.	**Skill Area 4** - General Readiness (GR)	**Skill 4** - GR04 Differentiating words from letters
	Skill Area 1 - Overall Product (OP)	**Skill 25** - OP25 Developing phonemic awareness
		Skill 28 - OP28 Distinguishing shapes, letters, and words
		Skill 30 - OP30 Understanding concepts of print
- Writing		
SC ELA-K-IV - Developing Written Communication		
SC ELA-4 - The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of conventions of written Standard American English.		
- Oral Language Expression		
SC ELA-K-4.1 - Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).		
SC ELA-K-4.2 - Generate complete sentences orally.		
- Early Writing Development		
SC ELA-K-4.3 - Use pictures, letter, or words to tell a story from beginning to end.		

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name	
South Carolina, Language and Literacy, 2007, 5-Year Olds, Early Learning Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC ELA-K-4.4 - Use letters and relationships to sound to write words.		
SC ELA-K-4.5 - Begin to spell high-frequency words.		
SC ELA-K-4.6 - Understand that a person's name is a proper noun.		
SC ELA-K-4.7 - Edit writing with teacher support.		
SC ELA-K-4.8 - Revise writing with teacher support.		
SC ELA-K-4.9 - Use uppercase and lowercase letters.		
SC ELA-K-4.10 - Use appropriate letter formation when printing.		
SC ELA-K-4.11 - Identify sounds orally by segmenting words.		
SC ELA-K-V - Producing Written Communications in a Variety of Forms		
SC ELA-5 - The student will begin to write for a variety of purposes and audiences.		
SC ELA-K-5.1 - Use symbols (drawings, letters, or words) to create written communications (for example, notes, messages, and lists) to inform a specific audience.		
SC ELA-K-5.2 - Use symbols (drawings, letters, or words) to create narratives (for example, stories and journal entries) about people, places, or things.		
SC ELA-K-5.3 - Uses symbols (drawings, letters, or words) to create descriptions of personal experiences, people, places, or things.		
SC ELA-K-5.4 - Use symbols (drawings, letters, or words) to create written pieces (for example, simple rhymes) to entertain others.		
- Researching		
SC ELA-K-VI - Applying the Skills of Inquiry and Oral Communication		
SC ELA-6 - The student will begin to access and use information from a variety of sources.		
SC ELA-K-6.1 - Generate "how" and "why" questions about a topic of interest.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, Language and Literacy, 2007, 5-Year Olds, Early Learning Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC ELA-K-6.2 - Recognize that information can be found in print sources (for example, books, pictures, simple graphs, and charts) and nonprint media (for example, videos, television, films, radio, and the Internet).		
SC ELA-K-6.3 - Classify information by constructing categories (for example, living and nonliving things).		
SC ELA-K-6.4 - Use complete sentences when orally communicating with others.		
SC ELA-K-6.5 - Follow one- and two-step oral directions.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Kindergarten, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
- Reading		
SC K-1 - The student will begin to read and comprehend a variety of literary texts in print and nonprint formats.		
SC K-1.1A - Summarize the main idea and details from literary texts read aloud.		
SC K-1.2B - Use pictures and words to make predictions regarding a story read aloud.		
SC K-1.3C - Understand that a narrator tells the story.		
SC K-1.4D - Find examples of sound devices (including onomatopoeia and alliteration) in texts read aloud.		
SC K-1.5E - Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.		
SC K-1.6F - Discuss how the author's choice of words affects the meaning of the text (for example, yell rather than said).		
SC K-1.7G - Use relevant details in summarizing stories read aloud.		
SC K-1.8H - Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).		
SC K-1.9I - Recall the characteristics of fantasy.		
SC K-1.10J - Explain the cause of an event described in stories read aloud.		
SC K-1.11K - Read independently for pleasure.		
SC K-2 - The student will begin to read and comprehend a variety of informational texts in print and nonprint formats.		
SC K-2.1A - Summarize the central idea and details from informational texts read aloud.		
SC K-2.2B - Analyze texts during classroom discussions to make inferences.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Kindergarten, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC K-2.3C - Find facts in texts read aloud.		
SC K-2.4D - Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).		
SC K-2.5E - Understand that headings and print styles (for example, italics, bold, larger type) provide information to the reader.		
SC K-2.6F - Understand graphic features (for example, illustrations and graphs).		
SC K-2.7G - Recognize tables of contents.		
SC K-2.8H - Explain the cause of an event described in a text read aloud.		
SC K-2.9I - Read independently to gain information.		
SC K-3 - The student will learn to read by applying appropriate skills and strategies.		
SC K-3.1A - Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.		
SC K-3.2B - Create a different form of a familiar word by adding an -s or -ing ending.		
SC K-3.3C - Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).		
SC K-3.4D - Recognize high-frequency words.	**Skill Area 1** - Overall Product (OP)	**Skill 8** - OP08 Recognizing high-frequency words
SC K-3.5E - Understand that multiple small words can make compound words.	**Skill Area 8** - Structural Analysis (SA)	**Skill 3** - SA03 Identifying compound Words
SC K-3.6F - Use oral rhymes, poems, and songs to build fluency.		
SC K-3.7G - Use appropriate voice level when speaking.		
SC K-3.8H - Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.		
SC K-3.9I - Create rhyming words in response to an oral prompt.		

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name	
South Carolina, English Language Arts, 2008, Kindergarten, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC K-3.10J - Create words by orally adding, deleting, or changing sounds.		
SC K-3.11K - Use blending to generate words orally.		
SC K-3.12L - Match consonant and short-vowel sounds to the appropriate letters.	**Skill Area 6** - Phonics (PH)	**Skill 1** - PH01 Matching and recognizing long vowel sounds
		Skill 2 - PH02 Matching and recognizing short vowel sounds
	Skill Area 3 - Graphophonemic Knowledge (GK)	**Skill 4** - GK04 Recognizing letter sounds
SC K-3.13M - Recognize uppercase and lowercase letters and their order in the alphabet.	**Skill Area 3** - Graphophonemic Knowledge (GK)	**Skill 1** - GK01 Matching upper and lower case letters
		Skill 2 - GK02 Recognizing alphabetic sequence
		Skill 3 - GK03 Naming letters
	Skill Area 1 - Overall Product (OP)	**Skill 30** - OP30 Understanding concepts of print
SC K-3.14N - Identify beginning and ending sounds in words.	**Skill Area 1** - Overall Product (OP)	**Skill 3** - OP03 Recognizing sounds of the alphabet
	Skill Area 6 - Phonics (PH)	**Skill 3** - PH03 Identifying beginning consonant sounds
		Skill 4 - PH04 Identifying ending consonant sounds
	Skill Area 1 - Overall Product (OP)	**Skill 25** - OP25 Developing phonemic awareness
SC K-3.15O - Classify words by categories (for example, beginning and ending sounds).		
SC K-3.16P - Use blending to begin reading words.	**Skill Area 5** - Phonemic Awareness (PA)	**Skill 2** - PA02 Blending word parts
		Skill 3 - PA03 Blending phonemes
SC K-3.17Q - Begin to spell high-frequency words.		
SC K-3.18R - Use letters and relationships to sounds to write words.		
SC K-3.19S - Use prior knowledge and life experiences to construct meaning from texts.		
SC K-3.20T - Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Kindergarten, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC K-3.21U - Know the parts of a book (including the front and back covers, the title, and the author's name).		
SC K-3.22V - Carry out left-to-right and top-to-bottom directionality on the printed page.	**Skill Area 1** - Overall Product (OP)	**Skill 30** - OP30 Understanding concepts of print
SC K-3.23W - Distinguish between letters and words.	**Skill Area 4** - General Readiness (GR)	**Skill 4** - GR04 Differentiating words from letters
	Skill Area 1 - Overall Product (OP)	**Skill 25** - OP25 Developing phonemic awareness
		Skill 28 - OP28 Distinguishing shapes, letters, and words
		Skill 30 - OP30 Understanding concepts of print
- Writing		
SC K-4 - The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.		
SC K-4.1A - Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).		
SC K-4.2B - Generate complete sentences orally.		
SC K-4.3C - Use pictures, letters, or words to tell a story from beginning to end.		
SC K-4.4D - Use letters and relationships to sounds to write words.		
SC K-4.5E - Begin to spell high-frequency words.		
SC K-4.6F - Understand that a person's name is a proper noun.		
SC K-4.7G - Edit writing with teacher support.		
SC K-4.8H - Revise writing with teacher support.		
SC K-4.9I - Use uppercase and lowercase letters.		
SC K-4.10J - Use appropriate letter formation when printing.		
SC K-4.11K - Identify sounds orally by segmenting words.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Kindergarten, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC K-5 - The student will begin to write for a variety of purposes and audiences.		
SC K-5.1A - Use symbols (drawings, letters, and words) to create written communications (for example, notes, messages, and lists) to inform a specific audience.		
SC K-5.2B - Use symbols (drawings, letters, and words) to create narratives (for example, stories and journal entries) about people, places, or things.		
SC K-5.3C - Use symbols (drawings, letters, and words) to create descriptions of personal experiences, people, places, or things.		
SC K-5.4D - Use symbols (drawings, letters, and words) to create written pieces (for example, simple rhymes) to entertain others.		
- Researching		
SC K-6 - The student will begin to access and use information from a variety of sources.		
SC K-6.1A - Generate how and why questions about a topic of interest.		
SC K-6.2B - Recognize that information can be found in print sources (for example, books, pictures, simple graphs, and charts) and nonprint sources (for example, videos, television, films, radio, and the Internet).		
SC K-6.3C - Classify information by constructing categories (for example, living and nonliving things).		
SC K-6.4D - Use complete sentences when orally communicating with others.		
SC K-6.5E - Follow one- and two-step oral directions.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 1, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
- Reading		
SC 1-1 - The student will read and comprehend a variety of literary texts in print and nonprint formats.		
SC 1-1.1 - Summarize the main idea and supporting evidence in literary text during classroom discussion.		
SC 1-1.2 - Use pictures and words to make and revise predictions about a given literary text.		
SC 1-1.3 - Analyze a narrative text to determine the narrator.		
SC 1-1.4 - Find an example of sound devices (including onomatopoeia and alliteration) in texts read aloud.		
SC 1-1.5 - Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.		
SC 1-1.6 - Explain how elements of author's craft (for example, word choice) affect the meaning of a given literary text.		
SC 1-1.7 - Use relevant details in summarizing stories read aloud.		
SC 1-1.8 - Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).		
SC 1-1.9 - Classify a text as either fiction or nonfiction.		
SC 1-1.10 - Explain cause-and-effect relationships presented in literary text.		
SC 1-1.11 - Read independently for extended periods of time for pleasure.		
SC 1-2 - The student will read and comprehend a variety of informational texts in print and nonprint formats.		
SC 1-2.1 - Summarize the central idea and supporting evidence in an informational text during classroom discussion.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 1, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC 1-2.2 - Analyze informational texts to draw conclusions and make inferences during classroom discussions.		
SC 1-2.3 - Distinguish between facts and opinions.		
SC 1-2.4 - Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).		
SC 1-2.5 - Understand that headings, subheadings, and print styles (for example, italics, bold, larger type) provide information to the reader.		
SC 1-2.6 - Use graphic features (for example, illustrations, graphs, charts, and maps) as sources of information.		
SC 1-2.7 - Use functional text features (including tables of contents).		
SC 1-2.8 - Explain cause-and-effect relationships presented in informational texts.		
SC 1-2.9 - Read independently for extended periods of time to gain information.		
SC 1-3 - The student will learn to read by applying appropriate skills and strategies.		
SC 1-3.1 - Use pictures, context, and letter-sound relationships to read unfamiliar words.	**Skill Area 1** - Overall Product (OP)	**Skill 5** - OP05 Using letter sounds to read letters and words
		Skill 14 - OP14 Decoding words
SC 1-3.2 - Identify base words and their inflectional endings (including -s,-es,-ing,-ed,-er, and -est).		
SC 1-3.3 - Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).		
SC 1-3.4 - Recognize high-frequency words encountered in texts.	**Skill Area 1** - Overall Product (OP)	**Skill 8** - OP08 Recognizing high-frequency words
SC 1-3.5 - Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).	**Skill Area 9** - Vocabulary (VO)	**Skill 2** - VO02 Recognizing synonyms

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 1, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
		Skill 3 - VO03 Recognizing antonyms
SC 1-3.6 - Use structural analysis to determine the meaning of compound words and contractions.		
SC 1-3.7 - Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently.		
SC 1-3.8 - Use appropriate voice level and intonation when speaking and reading aloud.		
SC 1-3.9 - Create rhyming words in response to an oral prompt.		
SC 1-3.10 - Create words by orally adding, deleting, or changing sounds.		
SC 1-3.11 - Use blending to generate words orally.		
SC 1-3.12 - Use onsets and rimes to decode and generate words.		
SC 1-3.13 - Use knowledge of letter names and their corresponding sounds to spell words independently.		
SC 1-3.14 - Organize a series of words by alphabetizing to the first letter.	**Skill Area 3** - Graphophonemic Knowledge (GK)	**Skill 5** - GK05 Using alphabetical order
	Skill Area 1 - Overall Product (OP)	**Skill 30** - OP30 Understanding concepts of print
SC 1-3.15 - Identify beginning, middle, and ending sounds in single-syllable words.	**Skill Area 6** - Phonics (PH)	**Skill 3** - PH03 Identifying beginning consonant sounds
		Skill 4 - PH04 Identifying ending consonant sounds
		Skill 7 - PH07 Recognizing medial short vowels
		Skill 8 - PH08 Recognizing medial long vowels
		Skill 10 - PH10 Identifying consonant blends
		Skill 11 - PH12 Identifying consonant digraphs
	Skill Area 1 - Overall Product (OP)	**Skill 25** - OP25 Developing phonemic awareness
SC 1-3.16 - Classify words by categories (for example, beginning and ending sounds).		
SC 1-3.17 - Use blending to read.	**Skill Area 5** - Phonemic Awareness (PA)	**Skill 2** - PA02 Blending word parts

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 1, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
		Skill 3 - PA03 Blending phonemes
	Skill Area 1 - Overall Product (OP)	**Skill 25** - OP25 Developing phonemic awareness
SC 1-3.18 - Spell three-and four-letter short-vowel words and high-frequency words correctly.		
SC 1-3.19 - Use known words to spell new words.		
SC 1-3.20 - Use pictures and words to construct meaning.		
SC 1-3.21 - Recognize environmental print (for example, signs in the school, road signs, restaurant and store signs, and logos).		
SC 1-3.22 - Know the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator).		
SC 1-3.23 - Carry out left-to-right, top-to-bottom, and return-sweep directionality on the printed page.	**Skill Area 1** - Overall Product (OP)	**Skill 30** - OP30 Understanding concepts of print
SC 1-3.24 - Distinguish among letters, words, and sentences.	**Skill Area 4** - General Readiness (GR)	**Skill 4** - GR04 Differentiating words from letters
		Skill 7 - GR07 Identifying word boundaries
	Skill Area 1 - Overall Product (OP)	**Skill 28** - OP28 Distinguishing shapes, letters, and words
		Skill 30 - OP30 Understanding concepts of print
- Writing		
SC 1-4 - The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.		
SC 1-4.1 - Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).		
SC 1-4.2 - Use simple sentences in writing.		
SC 1-4.3 - Use pictures, letters, or words to tell a story from beginning to end.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 1, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC 1-4.4 - Use grammatical conventions of written Standard American English, including		
SC 1-4.4.a - Use grammatical conventions of written Standard American English, including personal pronouns,		
SC 1-4.4.b - Use grammatical conventions of written Standard American English, including common and proper nouns,		
SC 1-4.4.c - Use grammatical conventions of written Standard American English, including singular and plural nouns, and		
SC 1-4.4.d - Use grammatical conventions of written Standard American English, including conjunctions (and, but, or).		
SC 1-4.5 - Revise for word choice and simple sentence structure in written works.		
SC 1-4.6 - Edit for the correct use of written Standard American English, including		
SC 1-4.6.a - Edit for the correct use of written Standard American English, including capitalization		
SC 1-4.6.a.1 - Edit for the correct use of written Standard American English, including capitalization first word of a sentence,		
SC 1-4.6.a.2 - Edit for the correct use of written Standard American English, including capitalization names of people, and		
SC 1-4.6.a.3 - Edit for the correct use of written Standard American English, including capitalization pronoun I;		
SC 1-4.6.b - Edit for the correct use of written Standard American English, including punctuation		
SC 1-4.6.b.1 - Edit for the correct use of written Standard American English, including punctuation periods,		
SC 1-4.6.b.2 - Edit for the correct use of written Standard American English, including punctuation exclamation points, and		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 1, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC 1-4.6.b.3 - Edit for the correct use of written Standard American English, including punctuation question marks; and		
SC 1-4.6.c - Edit for the correct use of written Standard American English, including spelling		
SC 1-4.6.c.1 - Edit for the correct use of written Standard American English, including spelling high-frequency words and		
SC 1-4.6.c.2 - Edit for the correct use of written Standard American English, including spelling three-and four-letter short-vowel words.		
SC 1-4.7 - Use appropriate spacing between words.		
SC 1-4.8 - Use appropriate word formation by writing from left to right the letters that spell a word.		
SC 1-4.9 - Identify sounds orally and in writing by segmenting words.		
SC 1-5 - The student will write for a variety of purposes and audiences.		
SC 1-5.1 - Create written communications (for example, thank you notes) for a specific audience.		
SC 1-5.2 - Create narratives (for example, stories and journal entries) about people, places, actions, or things.		
SC 1-5.3 - Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.		
SC 1-5.4 - Create written pieces (for example, simple rhymes and poems) to entertain others.		
- Researching		
SC 1-6 - The student will access and use information from a variety of sources.		
SC 1-6.1 - Generate how and why questions about a topic of interest.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 1, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC 1-6.2 - Use print sources of information (for example, books, newspapers, pictures, charts, and graphs) and nonprint sources to access information.		
SC 1-6.3 - Create categories (for example, plants and animals) to classify information.		
SC 1-6.4 - Use the Internet with the aid of a teacher.		
SC 1-6.5 - Use complete sentences when orally presenting information.		
SC 1-6.6 - Follow one- and two-step oral directions.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 2, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
- Reading		
SC 2-1 - The student will read and comprehend a variety of literary texts in print and nonprint formats.		
SC 2-1.1 - Analyze the details that support the expression of the main idea in a given literary text.		
SC 2-1.2 - Analyze a given literary text to make, revise, and confirm predictions.		
SC 2-1.3 - Analyze the text to determine the narrator.		
SC 2-1.4 - Find examples of devices of figurative language (including simile) and sound devices (including onomatopoeia and alliteration).		
SC 2-1.5 - Analyze a narrative text to identify characters, setting, and plot.		
SC 2-1.6 - Explain the effect of the author's craft (for example, word choice and the use of repetition) on the meaning of a given literary text.		
SC 2-1.7 - Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).		
SC 2-1.8 - Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies) by characteristics.		
SC 2-1.9 - Explain cause-and-effect relationships in literary texts.		
SC 2-1.10 - Read independently for extended periods of time for pleasure.		
SC 2-2 - The student will read and comprehend a variety of informational texts in print and nonprint formats.		
SC 2-2.1 - Analyze the central idea and supporting evidence in an informational text during classroom discussion.		
SC 2-2.2 - Analyze informational texts to draw conclusions and make inferences during classroom discussions.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 2, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC 2-2.3 - Distinguish between facts and opinions in informational texts.		
SC 2-2.4 - Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).		
SC 2-2.5 - Use headings, subheadings, and print styles (for example, italics, bold, larger type) to gain information.		
SC 2-2.6 - Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information.		
SC 2-2.7 - Use functional text features (including tables of contents and glossaries) as sources of information.		
SC 2-2.8 - Explain cause-and-effect relationships in informational texts.		
SC 2-2.9 - Read independently for extended periods of time to gain information.		
SC 2-3 - The student will use word analysis and vocabulary strategies to read fluently.		
SC 2-3.1 - Use context clues to determine the meaning of unfamiliar words.		
SC 2-3.2 - Construct meaning through a knowledge of base words, prefixes (including un-, re-, pre-, bi-, mis-, dis-) and suffixes (including -er, est-, -ful) in context.		
SC 2-3.3 - Recognize high-frequency words in context.	**Skill Area 1** - Overall Product (OP)	**Skill 8** - OP08 Recognizing high-frequency words
		Skill 10 - OP10 Understanding words in context
SC 2-3.4 - Identify idioms in context.		
SC 2-3.5 - Recognize synonyms, antonyms, and homonyms in context.	**Skill Area 9** - Vocabulary (VO)	**Skill 2** - VO02 Recognizing synonyms
		Skill 3 - VO03 Recognizing antonyms
	Skill Area 1 - Overall Product (OP)	**Skill 10** - OP10 Understanding words in context

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 2, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC 2-3.6 - Use knowledge of individual words to determine the meaning of compound words.		
SC 2-3.7 - Use appropriate rate, word automaticity, phrasing, and expression to read fluently.		
SC 2-3.8 - Use knowledge of spelling patterns and high-frequency words to read fluently.		
SC 2-3.9 - Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).		
SC 2-3.10 - Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).		
SC 2-3.11 - Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.		
SC 2-3.12 - Spell high-frequency words.		
SC 2-3.13 - Apply knowledge of alphabetizing a series of words to the second and third letters.		
- Writing		
SC 2-4 - The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.		
SC 2-4.1 - Generate ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).		
SC 2-4.2 - Use complete sentences (including simple sentences with compound subjects and predicates) in writing.		
SC 2-4.3 - Create a paragraph that follows a logical sequence (including a beginning, middle, and end) and uses transitional words.		
SC 2-4.4 - Use grammatical conventions of Standard American English, including		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 2, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC 2-4.4.a - Use grammatical conventions of Standard American English, including personal pronouns,		
SC 2-4.4.b - Use grammatical conventions of Standard American English, including common and proper nouns,		
SC 2-4.4.c - Use grammatical conventions of Standard American English, including singular and plural nouns,		
SC 2-4.4.d - Use grammatical conventions of Standard American English, including proper adjectives, and		
SC 2-4.4.e - Use grammatical conventions of Standard American English, including conjunctions (and, but, or).		
SC 2-4.5 - Revise the organization and development of content and the quality of voice in written works.		
SC 2-4.6 - Edit for the correct use of written Standard American English, including		
SC 2-4.6.a - Edit for the correct use of written Standard American English, including capitalization		
SC 2-4.6.a.1 - Edit for the correct use of written Standard American English, including capitalization proper nouns,		
SC 2-4.6.a.2 - Edit for the correct use of written Standard American English, including capitalization initials of a person's name,		
SC 2-4.6.a.3 - Edit for the correct use of written Standard American English, including capitalization courtesy titles (Mr., Ms.),		
SC 2-4.6.a.4 - Edit for the correct use of written Standard American English, including capitalization days of the week,		
SC 2-4.6.a.5 - Edit for the correct use of written Standard American English, including capitalization months of the year, and		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 2, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC 2-4.6.a.6 - Edit for the correct use of written Standard American English, including capitalization titles of books, poems, and songs;		
SC 2-4.6.b - Edit for the correct use of written Standard American English, including punctuation		
SC 2-4.6.b.1 - Edit for the correct use of written Standard American English, including punctuation apostrophes in contractions,		
SC 2-4.6.b.2 - Edit for the correct use of written Standard American English, including punctuation commas in a series,		
SC 2-4.6.b.3 - Edit for the correct use of written Standard American English, including punctuation commas in dates, and		
SC 2-4.6.b.4 - Edit for the correct use of written Standard American English, including punctuation quotation marks to show someone is speaking; and		
SC 2-4.6.c - Edit for the correct use of written Standard American English, including spelling		
SC 2-4.6.c.1 - Edit for the correct use of written Standard American English, including spelling words that do not fit regular spelling patterns (for example, was, were, says, said),		
SC 2-4.6.c.2 - Edit for the correct use of written Standard American English, including spelling high-frequency words, and		
SC 2-4.6.c.3 - Edit for the correct use of written Standard American English, including spelling basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns.		
SC 2-4.7 - Use appropriate spacing between words when writing on a page.		
SC 2-4.8 - Use correct letter formation when using manuscript or cursive writing.		
SC 2-5 - The student will write for a variety of purposes and audiences.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 2, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC 2-5.1 - Create written communications (for example, directions and instructions) to inform a specific audience.		
SC 2-5.2 - Create narratives (for example, stories and journal entries) that follow a logical sequence of events.		
SC 2-5.3 - Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.		
SC 2-5.4 - Create written pieces (for example, rhymes, poems, and songs) to entertain others.		
- Researching		
SC 2-6 - The student will access and use information from a variety of sources.		
SC 2-6.1 - Generate how and why questions about a topic of interest.		
SC 2-6.2 - Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information.		
SC 2-6.3 - Create categories (for example, solids and liquids) to classify information.		
SC 2-6.4 - Use the Internet with the aid of a teacher.		
SC 2-6.5 - Use Standard American English when appropriate in conversations and discussions.		
SC 2-6.6 - Follow multi-step directions.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 3, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
- Reading		
SC 3-1 - The student will read and comprehend a variety of literary texts in print and nonprint formats.		
SC 3-1.1 - Analyze the details that support the expression of the main idea in a given literary text.		
SC 3-1.2 - Analyze a given literary text to make, revise, and confirm predictions and draw conclusions.		
SC 3-1.3 - Analyze the text to determine first-person point of view.		
SC 3-1.4 - Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).		
SC 3-1.5 - Analyze the relationship among characters, setting, and plot in a given literary text.		
SC 3-1.6 - Analyze the effect of the author's craft (for example, word choice and sentence structure) on the meaning of a given literary text.		
SC 3-1.7 - Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).		
SC 3-1.8 - Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies) by characteristics.		
SC 3-1.9 - Recognize the characteristics of poetry (including stanza, rhyme, and repetition).		
SC 3-1.10 - Analyze cause-and-effect relationships in literary texts.		
SC 3-1.11 - Read independently for extended periods of time for pleasure.		
SC 3-2 - The student will read and comprehend a variety of informational texts in print and nonprint formats.		
SC 3-2.1 - Summarize evidence that supports the central idea of a given informational text.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 3, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC 3-2.2 - Analyze informational texts to draw conclusions and make inferences.		
SC 3-2.3 - Distinguish between facts and opinions in informational texts.		
SC 3-2.4 - Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).		
SC 3-2.5 - Use headings, subheadings, print styles, captions, and chapter headings to gain information.		
SC 3-2.6 - Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.		
SC 3-2.7 - Use functional text features (including tables of contents, glossaries, and indexes) as sources of information.		
SC 3-2.8 - Analyze informational texts to identify cause-and-effect relationships.		
SC 3-2.9 - Read independently for extended periods of time to gain information.		
SC 3-3 - The student will use word analysis and vocabulary strategies to read fluently.		
SC 3-3.1 - Generate the meaning of unfamiliar and multiple-meaning words by using context clues.		
SC 3-3.2 - Use base words and affixes to determine the meanings of words.		
SC 3-3.3 - Interpret the meaning of idioms encountered in texts.		
SC 3-3.4 - Read high-frequency words in texts.	**Skill Area 1** - Overall Product (OP)	**Skill 8** - OP08 Recognizing high-frequency words
SC 3-3.5 - Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).	**Skill Area 9** - Vocabulary (VO)	**Skill 2** - VO02 Recognizing synonyms
		Skill 3 - VO03 Recognizing antonyms

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 3, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC 3-3.6 - Spell high-frequency words.		
SC 3-3.7 - Spell correctly		
SC 3-3.7.a - Spell correctly words that have blends,		
SC 3-3.7.b - Spell correctly contractions,		
SC 3-3.7.c - Spell correctly compound words,		
SC 3-3.7.d - Spell correctly orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and		
SC 3-3.7.e - Spell correctly common homonyms.		
- Writing		
SC 3-4 - The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.		
SC 3-4.1 - Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).		
SC 3-4.2 - Use complete sentences (including compound sentences) in writing.		
SC 3-4.3 - Create paragraphs that include a topic sentence with supporting details and logical transitions.		
SC 3-4.4 - Use grammatical conventions of written Standard American English, including		
SC 3-4.4.a - Use grammatical conventions of written Standard American English, including comparative and superlative adjectives,		
SC 3-4.4.b - Use grammatical conventions of written Standard American English, including prepositions and prepositional phrases,		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 3, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC 3-4.4.c - Use grammatical conventions of written Standard American English, including conjunctions (because, since, yet, until), and		
SC 3-4.4.d - Use grammatical conventions of written Standard American English, including nominative and objective case pronouns.		
SC 3-4.5 - Revise the organization and development of content and the quality of voice in written works.		
SC 3-4.6 - Edit for the correct use of written Standard American English, including		
SC 3-4.6.a - Edit for the correct use of written Standard American English, including capitalization	**Skill Area 1** - Overall Product (OP)	**Skill 10** - OP10 Understanding words in context
SC 3-4.6.a.1 - Edit for the correct use of written Standard American English, including capitalization geographic names,		
SC 3-4.6.a.2 - Edit for the correct use of written Standard American English, including capitalization holidays, and		
SC 3-4.6.a.3 - Edit for the correct use of written Standard American English, including capitalization historical and special events;		
SC 3-4.6.b - Edit for the correct use of written Standard American English, including punctuation		
SC 3-4.6.b.1 - Edit for the correct use of written Standard American English, including punctuation commas in addresses,		
SC 3-4.6.b.2 - Edit for the correct use of written Standard American English, including punctuation commas in the greeting and closing of letters,		
SC 3-4.6.b.3 - Edit for the correct use of written Standard American English, including punctuation commas in compound sentences,		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 3, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC 3-4.6.b.4 - Edit for the correct use of written Standard American English, including punctuation apostrophes in contractions and possessive nouns,		
SC 3-4.6.b.5 - Edit for the correct use of written Standard American English, including punctuation periods in abbreviations,		
SC 3-4.6.b.6 - Edit for the correct use of written Standard American English, including punctuation and indentation of paragraphs; and		
SC 3-4.6.c - Edit for the correct use of written Standard American English, including spelling		
SC 3-4.6.c.1 - Edit for the correct use of written Standard American English, including spelling misused homonyms,		
SC 3-4.6.c.2 - Edit for the correct use of written Standard American English, including spelling high-frequency multisyllabic words,		
SC 3-4.6.c.3 - Edit for the correct use of written Standard American English, including spelling words that have blends,		
SC 3-4.6.c.4 - Edit for the correct use of written Standard American English, including spelling contractions,		
SC 3-4.6.c.5 - Edit for the correct use of written Standard American English, including spelling compound words, and		
SC 3-4.6.c.6 - Edit for the correct use of written Standard American English, including spelling orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural).		
SC 3-4.7 - Use correct letter formation when using manuscript and cursive writing.		
SC 3-5 - The student will write for a variety of purposes and audiences.		

Standards List with Aligned Product Skills		
Agency Tag Set Name	**Product Name**	
South Carolina, English Language Arts, 2008, Grade 3, Curriculum Standards, State Department of Education	STAR Early Literacy	
Standard	**Skill Area Description**	**Skill Description**
SC 3-5.1 - Create written communications (for example, friendly letters that include a greeting, body, closing, and signature and invitations that include the time, date, and place of the event).		
SC 3-5.2 - Create narratives that include characters and setting and follow a logical sequence.		
SC 3-5.3 - Create written descriptions about people, places, or events.		
SC 3-5.4 - Create written pieces (for example, riddles and jokes) to entertain others.		
- Researching		
SC 3-6 - The student will access and use information from a variety of sources.		
SC 3-6.1 - Generate a topic for inquiry.		
SC 3-6.2 - Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video, and television) to access information.		
SC 3-6.3 - Organize information by classifying or sequencing.		
SC 3-6.4 - Paraphrase research information accurately and meaningfully.		
SC 3-6.5 - Use the Internet as a source of information.		
SC 3-6.6 - Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.		
SC 3-6.7 - Use appropriate visual aids (for example, pictures, objects, and charts) to support oral presentations.		