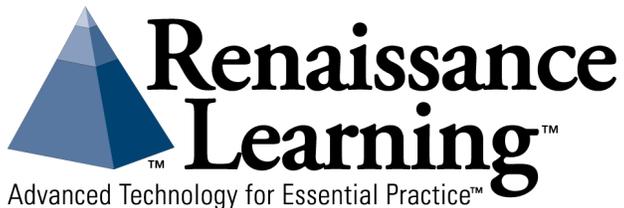




**South Carolina State Standards Alignments**  
Kindergarten through English IV



Advanced Technology for Essential Practice™

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## South Carolina State Standards Alignments

# 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.

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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 (877) 204-5058.

Sincerely,

Renaissance Sales and Funding Staff



<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Kindergarten, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- Reading</b>		
<b>SC K-1</b> - The student will begin to read and comprehend a variety of literary texts in print and nonprint formats.		
<b>SC K-1.1</b> - Summarize the main idea and details from literary texts read aloud.		
<b>SC K-1.2</b> - Use pictures and words to make predictions regarding a story read aloud.		
<b>SC K-1.3</b> - Understand that a narrator tells the story.		
<b>SC K-1.4</b> - Find examples of sound devices (including onomatopoeia and alliteration) in texts read aloud.		
<b>SC K-1.5</b> - Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.		
<b>SC K-1.6</b> - Discuss how the author's choice of words affects the meaning of the text (for example, yell rather than said).		
<b>SC K-1.7</b> - Use relevant details in summarizing stories read aloud.		
<b>SC K-1.8</b> - Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).		
<b>SC K-1.9</b> - Recall the characteristics of fantasy.		
<b>SC K-1.10</b> - Explain the cause of an event described in stories read aloud.		
<b>SC K-1.11</b> - Read independently for pleasure.		
<b>SC K-2</b> - The student will begin to read and comprehend a variety of informational texts in print and nonprint formats.		
<b>SC K-2.1</b> - Summarize the central idea and details from informational texts read aloud.		
<b>SC K-2.2</b> - Analyze texts during classroom discussions to make inferences.		
<b>SC K-2.3</b> - Find facts in texts read aloud.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Kindergarten, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC K-2.4</b> - Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).		
<b>SC K-2.5</b> - Understand that headings and print styles (for example, italics, bold, larger type) provide information to the reader.		
<b>SC K-2.6</b> - Understand graphic features (for example, illustrations and graphs).		
<b>SC K-2.7</b> - Recognize tables of contents.		
<b>SC K-2.8</b> - Explain the cause of an event described in a text read aloud.		
<b>SC K-2.9</b> - Read independently to gain information.		
<b>SC K-3</b> - The student will learn to read by applying appropriate skills and strategies.		
<b>SC K-3.1</b> - Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.	<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>Skill 2</b> - V02 Making inferences for vocabulary
<b>SC K-3.2</b> - Create a different form of a familiar word by adding an -s or -ing ending.		
<b>SC K-3.3</b> - Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).		
<b>SC K-3.4</b> - Recognize high-frequency words.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognizing words
<b>SC K-3.5</b> - Understand that multiple small words can make compound words.		
<b>SC K-3.6</b> - Use oral rhymes, poems, and songs to build fluency.		
<b>SC K-3.7</b> - Use appropriate voice level when speaking.		
<b>SC K-3.8</b> - Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.		
<b>SC K-3.9</b> - Create rhyming words in response to an oral prompt.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Kindergarten, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC K-3.10</b> - Create words by orally adding, deleting, or changing sounds.		
<b>SC K-3.11</b> - Use blending to generate words orally.		
<b>SC K-3.12</b> - Match consonant and short-vowel sounds to the appropriate letters.		
<b>SC K-3.13</b> - Recognize uppercase and lowercase letters and their order in the alphabet.		
<b>SC K-3.14</b> - Identify beginning and ending sounds in words.		
<b>SC K-3.15</b> - Classify words by categories (for example, beginning and ending sounds).		
<b>SC K-3.16</b> - Use blending to begin reading words.		
<b>SC K-3.17</b> - Begin to spell high-frequency words.		
<b>SC K-3.18</b> - Use letters and relationships to sounds to write words.		
<b>SC K-3.19</b> - Use prior knowledge and life experiences to construct meaning from texts.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 4</b> - OP04 Drawing meaning from text
	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 3</b> - V03 Making connections with prior knowledge
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 6</b> - C06 Making connections with prior knowledge
<b>SC K-3.20</b> - Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.		
<b>SC K-3.21</b> - Know the parts of a book (including the front and back covers, the title, and the author's name).		
<b>SC K-3.22</b> - Carry out left-to-right and top-to-bottom directionality on the printed page.		
<b>SC K-3.23</b> - Distinguish between letters and words.		
<b>- Writing</b>		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Kindergarten, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC K-4</b> - 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.		
<b>SC K-4.1</b> - Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).		
<b>SC K-4.2</b> - Generate complete sentences orally.		
<b>SC K-4.3</b> - Use pictures, letters, or words to tell a story from beginning to end.		
<b>SC K-4.4</b> - Use letters and relationships to sounds to write words.		
<b>SC K-4.5</b> - Begin to spell high-frequency words.		
<b>SC K-4.6</b> - Understand that a person's name is a proper noun.		
<b>SC K-4.7</b> - Edit writing with teacher support.		
<b>SC K-4.8</b> - Revise writing with teacher support.		
<b>SC K-4.9</b> - Use uppercase and lowercase letters.		
<b>SC K-4.10</b> - Use appropriate letter formation when printing.		
<b>SC K-4.11</b> - Identify sounds orally by segmenting words.		
<b>SC K-5</b> - The student will begin to write for a variety of purposes and audiences.		
<b>SC K-5.1</b> - Use symbols (drawings, letters, and words) to create written communications (for example, notes, messages, and lists) to inform a specific audience.		
<b>SC K-5.2</b> - Use symbols (drawings, letters, and words) to create narratives (for example, stories and journal entries) about people, places, or things.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Kindergarten, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC K-5.3</b> - Use symbols (drawings, letters, and words) to create descriptions of personal experiences, people, places, or things.		
<b>SC K-5.4</b> - Use symbols (drawings, letters, and words) to create written pieces (for example, simple rhymes) to entertain others.		
<b>- Researching</b>		
<b>SC K-6</b> - The student will begin to access and use information from a variety of sources.		
<b>SC K-6.1</b> - Generate how and why questions about a topic of interest.		
<b>SC K-6.2</b> - 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).		
<b>SC K-6.3</b> - Classify information by constructing categories (for example, living and nonliving things).		
<b>SC K-6.4</b> - Use complete sentences when orally communicating with others.		
<b>SC K-6.5</b> - Follow one- and two-step oral directions.		

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

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 1, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 1-2.2</b> - Analyze informational texts to draw conclusions and make inferences during classroom discussions.		
<b>SC 1-2.3</b> - Distinguish between facts and opinions.		
<b>SC 1-2.4</b> - Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).		
<b>SC 1-2.5</b> - Understand that headings, subheadings, and print styles (for example, italics, bold, larger type) provide information to the reader.		
<b>SC 1-2.6</b> - Use graphic features (for example, illustrations, graphs, charts, and maps) as sources of information.		
<b>SC 1-2.7</b> - Use functional text features (including tables of contents).		
<b>SC 1-2.8</b> - Explain cause-and-effect relationships presented in informational texts.		
<b>SC 1-2.9</b> - Read independently for extended periods of time to gain information.		
<b>SC 1-3</b> - The student will learn to read by applying appropriate skills and strategies.		
<b>SC 1-3.1</b> - Use pictures, context, and letter-sound relationships to read unfamiliar words.	<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>Skill 2</b> - V02 Making inferences for vocabulary
<b>SC 1-3.2</b> - Identify base words and their inflectional endings (including -s, -es, -ing, -ed, -er, and -est).		
<b>SC 1-3.3</b> - Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).		
<b>SC 1-3.4</b> - Recognize high-frequency words encountered in texts.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognizing words

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 1, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 1-3.5</b> - Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).	<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>SC 1-3.6</b> - Use structural analysis to determine the meaning of compound words and contractions.		
<b>SC 1-3.7</b> - Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently.		
<b>SC 1-3.8</b> - Use appropriate voice level and intonation when speaking and reading aloud.		
<b>SC 1-3.9</b> - Create rhyming words in response to an oral prompt.		
<b>SC 1-3.10</b> - Create words by orally adding, deleting, or changing sounds.		
<b>SC 1-3.11</b> - Use blending to generate words orally.		
<b>SC 1-3.12</b> - Use onsets and rimes to decode and generate words.		
<b>SC 1-3.13</b> - Use knowledge of letter names and their corresponding sounds to spell words independently.		
<b>SC 1-3.14</b> - Organize a series of words by alphabetizing to the first letter.		
<b>SC 1-3.15</b> - Identify beginning, middle, and ending sounds in single-syllable words.		
<b>SC 1-3.16</b> - Classify words by categories (for example, beginning and ending sounds).		
<b>SC 1-3.17</b> - Use blending to read.		
<b>SC 1-3.18</b> - Spell three-and four-letter short-vowel words and high-frequency words correctly.		
<b>SC 1-3.19</b> - Use known words to spell new words.		
<b>SC 1-3.20</b> - Use pictures and words to construct meaning.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 4</b> - OP04 Drawing meaning from text
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 1, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 1-3.21</b> - Recognize environmental print (for example, signs in the school, road signs, restaurant and store signs, and logos).		
<b>SC 1-3.22</b> - Know the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator).		
<b>SC 1-3.23</b> - Carry out left-to-right, top-to-bottom, and return-sweep directionality on the printed page.		
<b>SC 1-3.24</b> - Distinguish among letters, words, and sentences.		
<b>- Writing</b>		
<b>SC 1-4</b> - 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.		
<b>SC 1-4.1</b> - Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).		
<b>SC 1-4.2</b> - Use simple sentences in writing.		
<b>SC 1-4.3</b> - Use pictures, letters, or words to tell a story from beginning to end.		
<b>SC 1-4.4</b> - Use grammatical conventions of written Standard American English, including		
<b>SC 1-4.4.a</b> - Use grammatical conventions of written Standard American English, including personal pronouns,		
<b>SC 1-4.4.b</b> - Use grammatical conventions of written Standard American English, including common and proper nouns,		
<b>SC 1-4.4.c</b> - Use grammatical conventions of written Standard American English, including singular and plural nouns, and		
<b>SC 1-4.4.d</b> - Use grammatical conventions of written Standard American English, including conjunctions (and, but, or).		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 1, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 1-4.5</b> - Revise for word choice and simple sentence structure in written works.		
<b>SC 1-4.6</b> - Edit for the correct use of written Standard American English, including		
<b>SC 1-4.6.a</b> - Edit for the correct use of written Standard American English, including capitalization		
<b>SC 1-4.6.a.1</b> - Edit for the correct use of written Standard American English, including capitalization first word of a sentence,		
<b>SC 1-4.6.a.2</b> - Edit for the correct use of written Standard American English, including capitalization names of people, and		
<b>SC 1-4.6.a.3</b> - Edit for the correct use of written Standard American English, including capitalization pronoun I;		
<b>SC 1-4.6.b</b> - Edit for the correct use of written Standard American English, including punctuation		
<b>SC 1-4.6.b.1</b> - Edit for the correct use of written Standard American English, including punctuation periods,		
<b>SC 1-4.6.b.2</b> - Edit for the correct use of written Standard American English, including punctuation exclamation points, and		
<b>SC 1-4.6.b.3</b> - Edit for the correct use of written Standard American English, including punctuation question marks; and		
<b>SC 1-4.6.c</b> - Edit for the correct use of written Standard American English, including spelling		
<b>SC 1-4.6.c.1</b> - Edit for the correct use of written Standard American English, including spelling high-frequency words and		
<b>SC 1-4.6.c.2</b> - Edit for the correct use of written Standard American English, including spelling three-and four-letter short-vowel words.		
<b>SC 1-4.7</b> - Use appropriate spacing between words.		
<b>SC 1-4.8</b> - Use appropriate word formation by writing from left to right the letters that spell a word.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 1, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 1-4.9</b> - Identify sounds orally and in writing by segmenting words.		
<b>SC 1-5</b> - The student will write for a variety of purposes and audiences.		
<b>SC 1-5.1</b> - Create written communications (for example, thank you notes) for a specific audience.		
<b>SC 1-5.2</b> - Create narratives (for example, stories and journal entries) about people, places, actions, or things.		
<b>SC 1-5.3</b> - Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.		
<b>SC 1-5.4</b> - Create written pieces (for example, simple rhymes and poems) to entertain others.		
<b>- Researching</b>		
<b>SC 1-6</b> - The student will access and use information from a variety of sources.		
<b>SC 1-6.1</b> - Generate how and why questions about a topic of interest.		
<b>SC 1-6.2</b> - Use print sources of information (for example, books, newspapers, pictures, charts, and graphs) and nonprint sources to access information.		
<b>SC 1-6.3</b> - Create categories (for example, plants and animals) to classify information.		
<b>SC 1-6.4</b> - Use the Internet with the aid of a teacher.		
<b>SC 1-6.5</b> - Use complete sentences when orally presenting information.		
<b>SC 1-6.6</b> - Follow one- and two-step oral directions.		

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

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 2, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 2-2.3</b> - Distinguish between facts and opinions in informational texts.		
<b>SC 2-2.4</b> - Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).		
<b>SC 2-2.5</b> - Use headings, subheadings, and print styles (for example, italics, bold, larger type) to gain information.		
<b>SC 2-2.6</b> - Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information.		
<b>SC 2-2.7</b> - Use functional text features (including tables of contents and glossaries) as sources of information.		
<b>SC 2-2.8</b> - Explain cause-and-effect relationships in informational texts.		
<b>SC 2-2.9</b> - Read independently for extended periods of time to gain information.		
<b>SC 2-3</b> - The student will use word analysis and vocabulary strategies to read fluently.		
<b>SC 2-3.1</b> - Use context clues to determine the meaning of unfamiliar words.	<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>SC 2-3.2</b> - Construct meaning through a knowledge of base words, prefixes (including un-, re-, pre-, bi-, mis-, dis-) and suffixes (including -er, est-, -ful) in context.	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 2</b> - V02 Making inferences for vocabulary
		<b>Skill 3</b> - V03 Making connections with prior knowledge
<b>SC 2-3.3</b> - Recognize high-frequency words in context.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognizing words
<b>SC 2-3.4</b> - Identify idioms in context.		
<b>SC 2-3.5</b> - Recognize synonyms, antonyms, and homonyms in context.	<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>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 2, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 2-3.6</b> - Use knowledge of individual words to determine the meaning of compound words.		
<b>SC 2-3.7</b> - Use appropriate rate, word automaticity, phrasing, and expression to read fluently.		
<b>SC 2-3.8</b> - Use knowledge of spelling patterns and high-frequency words to read fluently.		
<b>SC 2-3.9</b> - Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).		
<b>SC 2-3.10</b> - Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).		
<b>SC 2-3.11</b> - Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.		
<b>SC 2-3.12</b> - Spell high-frequency words.		
<b>SC 2-3.13</b> - Apply knowledge of alphabetizing a series of words to the second and third letters.		
<b>- Writing</b>		
<b>SC 2-4</b> - 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.		
<b>SC 2-4.1</b> - Generate ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).		
<b>SC 2-4.2</b> - Use complete sentences (including simple sentences with compound subjects and predicates) in writing.		
<b>SC 2-4.3</b> - Create a paragraph that follows a logical sequence (including a beginning, middle, and end) and uses transitional words.		
<b>SC 2-4.4</b> - Use grammatical conventions of Standard American English, including		

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

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 2, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 2-4.6.a.6</b> - Edit for the correct use of written Standard American English, including capitalization titles of books, poems, and songs;		
<b>SC 2-4.6.b</b> - Edit for the correct use of written Standard American English, including punctuation		
<b>SC 2-4.6.b.1</b> - Edit for the correct use of written Standard American English, including punctuation apostrophes in contractions,		
<b>SC 2-4.6.b.2</b> - Edit for the correct use of written Standard American English, including punctuation commas in a series,		
<b>SC 2-4.6.b.3</b> - Edit for the correct use of written Standard American English, including punctuation commas in dates, and		
<b>SC 2-4.6.b.4</b> - Edit for the correct use of written Standard American English, including punctuation quotation marks to show someone is speaking; and		
<b>SC 2-4.6.c</b> - Edit for the correct use of written Standard American English, including spelling		
<b>SC 2-4.6.c.1</b> - 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),		
<b>SC 2-4.6.c.2</b> - Edit for the correct use of written Standard American English, including spelling high-frequency words, and		
<b>SC 2-4.6.c.3</b> - Edit for the correct use of written Standard American English, including spelling basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns.		
<b>SC 2-4.7</b> - Use appropriate spacing between words when writing on a page.		
<b>SC 2-4.8</b> - Use correct letter formation when using manuscript or cursive writing.		
<b>SC 2-5</b> - The student will write for a variety of purposes and audiences.		

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

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

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 3, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 3-2.2</b> - Analyze informational texts to draw conclusions and make inferences.		
<b>SC 3-2.3</b> - Distinguish between facts and opinions in informational texts.		
<b>SC 3-2.4</b> - Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).		
<b>SC 3-2.5</b> - Use headings, subheadings, print styles, captions, and chapter headings to gain information.		
<b>SC 3-2.6</b> - Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.		
<b>SC 3-2.7</b> - Use functional text features (including tables of contents, glossaries, and indexes) as sources of information.		
<b>SC 3-2.8</b> - Analyze informational texts to identify cause-and-effect relationships.		
<b>SC 3-2.9</b> - Read independently for extended periods of time to gain information.		
<b>SC 3-3</b> - The student will use word analysis and vocabulary strategies to read fluently.		
<b>SC 3-3.1</b> - Generate the meaning of unfamiliar and multiple-meaning words by using 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>Skill 2</b> - V02 Making inferences for vocabulary
<b>SC 3-3.2</b> - Use base words and affixes to determine the meanings of words.	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 2</b> - V02 Making inferences for vocabulary
		<b>Skill 3</b> - V03 Making connections with prior knowledge
<b>SC 3-3.3</b> - Interpret the meaning of idioms encountered in texts.		
<b>SC 3-3.4</b> - Read high-frequency words in texts.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognizing words

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 3, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 3-3.5</b> - Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).	<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>SC 3-3.6</b> - Spell high-frequency words.		
<b>SC 3-3.7</b> - Spell correctly		
<b>SC 3-3.7.a</b> - Spell correctly words that have blends,		
<b>SC 3-3.7.b</b> - Spell correctly contractions,		
<b>SC 3-3.7.c</b> - Spell correctly compound words,		
<b>SC 3-3.7.d</b> - Spell correctly orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and		
<b>SC 3-3.7.e</b> - Spell correctly common homonyms.		
<b>- Writing</b>		
<b>SC 3-4</b> - 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.		
<b>SC 3-4.1</b> - Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).		
<b>SC 3-4.2</b> - Use complete sentences (including compound sentences) in writing.		
<b>SC 3-4.3</b> - Create paragraphs that include a topic sentence with supporting details and logical transitions.		
<b>SC 3-4.4</b> - Use grammatical conventions of written Standard American English, including		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 3, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 3-4.4.a</b> - Use grammatical conventions of written Standard American English, including comparative and superlative adjectives,		
<b>SC 3-4.4.b</b> - Use grammatical conventions of written Standard American English, including prepositions and prepositional phrases,		
<b>SC 3-4.4.c</b> - Use grammatical conventions of written Standard American English, including conjunctions (because, since, yet, until), and		
<b>SC 3-4.4.d</b> - Use grammatical conventions of written Standard American English, including nominative and objective case pronouns.		
<b>SC 3-4.5</b> - Revise the organization and development of content and the quality of voice in written works.		
<b>SC 3-4.6</b> - Edit for the correct use of written Standard American English, including		
<b>SC 3-4.6.a</b> - Edit for the correct use of written Standard American English, including capitalization		
<b>SC 3-4.6.a.1</b> - Edit for the correct use of written Standard American English, including capitalization geographic names,		
<b>SC 3-4.6.a.2</b> - Edit for the correct use of written Standard American English, including capitalization holidays, and		
<b>SC 3-4.6.a.3</b> - Edit for the correct use of written Standard American English, including capitalization historical and special events;		
<b>SC 3-4.6.b</b> - Edit for the correct use of written Standard American English, including punctuation		
<b>SC 3-4.6.b.1</b> - Edit for the correct use of written Standard American English, including punctuation commas in addresses,		

Standards List with Aligned Product Skills		
Agency Tag Set Name	Product Name	
South Carolina, ELA, 2008, Grade 3, Curriculum Standards, State Department of Education	STAR Reading	
Standard	Skill Area Description	Skill Description
<b>SC 3-4.6.b.2</b> - Edit for the correct use of written Standard American English, including punctuation commas in the greeting and closing of letters,		
<b>SC 3-4.6.b.3</b> - Edit for the correct use of written Standard American English, including punctuation commas in compound sentences,		
<b>SC 3-4.6.b.4</b> - Edit for the correct use of written Standard American English, including punctuation apostrophes in contractions and possessive nouns,		
<b>SC 3-4.6.b.5</b> - Edit for the correct use of written Standard American English, including punctuation periods in abbreviations,		
<b>SC 3-4.6.b.6</b> - Edit for the correct use of written Standard American English, including punctuation and indentation of paragraphs; and		
<b>SC 3-4.6.c</b> - Edit for the correct use of written Standard American English, including spelling		
<b>SC 3-4.6.c.1</b> - Edit for the correct use of written Standard American English, including spelling misused homonyms,		
<b>SC 3-4.6.c.2</b> - Edit for the correct use of written Standard American English, including spelling high-frequency multisyllabic words,		
<b>SC 3-4.6.c.3</b> - Edit for the correct use of written Standard American English, including spelling words that have blends,		
<b>SC 3-4.6.c.4</b> - Edit for the correct use of written Standard American English, including spelling contractions,		
<b>SC 3-4.6.c.5</b> - Edit for the correct use of written Standard American English, including spelling compound words, and		
<b>SC 3-4.6.c.6</b> - 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).		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 3, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 3-4.7</b> - Use correct letter formation when using manuscript and cursive writing.		
<b>SC 3-5</b> - The student will write for a variety of purposes and audiences.		
<b>SC 3-5.1</b> - 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).		
<b>SC 3-5.2</b> - Create narratives that include characters and setting and follow a logical sequence.		
<b>SC 3-5.3</b> - Create written descriptions about people, places, or events.		
<b>SC 3-5.4</b> - Create written pieces (for example, riddles and jokes) to entertain others.		
<b>- Researching</b>		
<b>SC 3-6</b> - The student will access and use information from a variety of sources.		
<b>SC 3-6.1</b> - Generate a topic for inquiry.		
<b>SC 3-6.2</b> - 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.		
<b>SC 3-6.3</b> - Organize information by classifying or sequencing.		
<b>SC 3-6.4</b> - Paraphrase research information accurately and meaningfully.		
<b>SC 3-6.5</b> - Use the Internet as a source of information.		
<b>SC 3-6.6</b> - Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.		
<b>SC 3-6.7</b> - Use appropriate visual aids (for example, pictures, objects, and charts) to support oral presentations.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 4, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- Reading</b>		
<b>SC 4-1</b> - The student will read and comprehend a variety of literary texts in print and nonprint formats.		
<b>SC 4-1.1</b> - Analyze the details that support the expression of the main idea in a given literary text.		
<b>SC 4-1.2</b> - Analyze literary texts to draw conclusions and make inferences.		
<b>SC 4-1.3</b> - Distinguish between first-person and third-person points of view.		
<b>SC 4-1.4</b> - Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).		
<b>SC 4-1.5</b> - Analyze the impact of characterization and conflict on plot.		
<b>SC 4-1.6</b> - Interpret the effect of the author's craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts.		
<b>SC 4-1.7</b> - Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).		
<b>SC 4-1.8</b> - Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies and personal essays) by characteristics.		
<b>SC 4-1.9</b> - Recognize the characteristics of poetry (including stanza, rhyme, and repetition).		
<b>SC 4-1.10</b> - Analyze cause-and-effect relationships in literary texts.		
<b>SC 4-1.11</b> - Read independently for extended periods of time for pleasure.		
<b>SC 4-2</b> - The student will read and comprehend a variety of informational texts in print and nonprint formats.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 4, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 4-2.1</b> - Summarize evidence that supports the central idea of a given informational text.		
<b>SC 4-2.2</b> - Analyze informational texts to draw conclusions and make inferences.		
<b>SC 4-2.3</b> - Analyze informational texts to locate and identify facts and opinions.		
<b>SC 4-2.4</b> - Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).		
<b>SC 4-2.5</b> - Use headings, subheadings, print styles, white space, captions, and chapter headings to gain information.		
<b>SC 4-2.6</b> - Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.		
<b>SC 4-2.7</b> - Use functional text features (including tables of contents, glossaries, indexes, and appendixes) as sources of information.		
<b>SC 4-2.8</b> - Analyze informational texts to identify cause-and-effect relationships.		
<b>SC 4-2.9</b> - Read independently for extended periods of time to gain information.		
<b>SC 4-3</b> - The student will use word analysis and vocabulary strategies to read fluently.		
<b>SC 4-3.1</b> - Generate the meaning of unfamiliar and multiple-meaning words by using context clues (for example, those that provide an example or a definition).	<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>Skill 2</b> - V02 Making inferences for vocabulary
<b>SC 4-3.2</b> - Use base words and affixes to determine the meanings of words.	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 2</b> - V02 Making inferences for vocabulary
		<b>Skill 3</b> - V03 Making connections with prior knowledge

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 4, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 4-3.3</b> - Interpret the meaning of idioms encountered in texts.		
<b>SC 4-3.4</b> - Spell correctly		
<b>SC 4-3.4.a</b> - Spell correctly words with prefixes and suffixes and		
<b>SC 4-3.4.b</b> - Spell correctly multisyllabic words.		
<b>- Writing</b>		
<b>SC 4-4</b> - 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.		
<b>SC 4-4.1</b> - Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).		
<b>SC 4-4.2</b> - Use complete sentences in a variety of types (including simple and compound sentences) in writing.		
<b>SC 4-4.3</b> - Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.		
<b>SC 4-4.4</b> - Use grammatical conventions of written Standard American English, including		
<b>SC 4-4.4.a</b> - Use grammatical conventions of written Standard American English, including subject-verb agreement;		
<b>SC 4-4.4.b</b> - Use grammatical conventions of written Standard American English, including past, present, and future verb tenses;		
<b>SC 4-4.4.c</b> - Use grammatical conventions of written Standard American English, including conjunctions (although, while, neither, nor);		
<b>SC 4-4.4.d</b> - Use grammatical conventions of written Standard American English, including adverbs of time, place, manner, and degree; and		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 4, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 4-4.4.e</b> - Use grammatical conventions of written Standard American English, including pronoun-antecedent agreement.		
<b>SC 4-4.5</b> - Use revision strategies to improve the organization and development of content and the quality of voice in written works.		
<b>SC 4-4.6</b> - Edit for the correct use of written Standard American English, including		
<b>SC 4-4.6.a</b> - Edit for the correct use of written Standard American English, including capitalization		
<b>SC 4-4.6.a.1</b> - Edit for the correct use of written Standard American English, including capitalization titles of works of art,		
<b>SC 4-4.6.a.2</b> - Edit for the correct use of written Standard American English, including capitalization titles of magazines and newspapers,		
<b>SC 4-4.6.a.3</b> - Edit for the correct use of written Standard American English, including capitalization brand names,		
<b>SC 4-4.6.a.4</b> - Edit for the correct use of written Standard American English, including capitalization proper adjectives, and		
<b>SC 4-4.6.a.5</b> - Edit for the correct use of written Standard American English, including capitalization names of organizations;		
<b>SC 4-4.6.b</b> - Edit for the correct use of written Standard American English, including punctuation		
<b>SC 4-4.6.b.1</b> - Edit for the correct use of written Standard American English, including punctuation quotation marks to indicate direct quotations or dialogue,		
<b>SC 4-4.6.b.2</b> - Edit for the correct use of written Standard American English, including punctuation quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works,		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 4, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 4-4.6.b.3</b> - Edit for the correct use of written Standard American English, including punctuation between main clauses, and		
<b>SC 4-4.6.b.4</b> - Edit for the correct use of written Standard American English, including punctuation underlining or italics to indicate titles of separately published works (for example, books and magazines); and		
<b>SC 4-4.6.c</b> - Edit for the correct use of written Standard American English, including spelling		
<b>SC 4-4.6.c.1</b> - Edit for the correct use of written Standard American English, including spelling words with suffixes and prefixes and		
<b>SC 4-4.6.c.2</b> - Edit for the correct use of written Standard American English, including spelling multisyllabic words.		
<b>SC 4-5</b> - The student will write for a variety of purposes and audiences.		
<b>SC 4-5.1</b> - Create informational pieces (for example, postcards, flyers, letters, and e-mails) that use language appropriate for the specific audience.		
<b>SC 4-5.2</b> - Create narratives containing details and a sequence of events that develop a plot.		
<b>SC 4-5.3</b> - Create written descriptions using language that appeals to the readers' senses.		
<b>SC 4-5.4</b> - Create written pieces (for example, skits and plays) to entertain others.		
<b>- Researching</b>		
<b>SC 4-6</b> - The student will access and use information from a variety of sources.		
<b>SC 4-6.1</b> - Clarify and refine a research topic.		
<b>SC 4-6.2</b> - Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint sources to access information.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 4, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 4-6.3</b> - Organize information by classifying or sequencing.		
<b>SC 4-6.4</b> - Paraphrase research information accurately and meaningfully.		
<b>SC 4-6.5</b> - Create a list of sources that contains information (including the author and title of a publication) necessary to properly credit and document the work of others.		
<b>SC 4-6.6</b> - Use the Internet as a source of information.		
<b>SC 4-6.7</b> - Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.		
<b>SC 4-6.8</b> - Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 5, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- Reading</b>		
<b>SC 5-1</b> - The student will read and comprehend a variety of literary texts in print and nonprint formats.		
<b>SC 5-1.1</b> - Analyze literary texts to draw conclusions and make inferences.		
<b>SC 5-1.2</b> - Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.		
<b>SC 5-1.3</b> - Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).		
<b>SC 5-1.4</b> - Analyze literary texts to distinguish between direct and indirect characterization.		
<b>SC 5-1.5</b> - Interpret the effect of the author's craft (for example, tone, figurative language, dialogue, and imagery) on the meaning of literary texts.		
<b>SC 5-1.6</b> - Analyze the details that support the expression of the main idea in a given literary text.		
<b>SC 5-1.7</b> - Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).		
<b>SC 5-1.8</b> - Analyze works of fiction (including legends and myths) and works of nonfiction (including speeches and personal essays) by characteristics.		
<b>SC 5-1.9</b> - Understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain).		
<b>SC 5-1.10</b> - Predict events in literary texts on the basis of cause-and-effect relationships.		
<b>SC 5-1.11</b> - Read independently for extended periods of time for pleasure.		
<b>SC 5-2</b> - The student will read and comprehend a variety of informational texts in print and nonprint formats.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 5, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 5-2.1</b> - Summarize the central idea and supporting evidence of a given informational text.		
<b>SC 5-2.2</b> - Analyze informational texts to draw conclusions and make inferences.		
<b>SC 5-2.3</b> - Analyze a given text to detect author bias (for example, unsupported opinions).		
<b>SC 5-2.4</b> - Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).		
<b>SC 5-2.5</b> - Use titles, print styles, chapter headings, captions, subheadings, and white space to gain information.		
<b>SC 5-2.6</b> - Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.		
<b>SC 5-2.7</b> - Use functional text features (including tables of contents, glossaries, indexes, and appendixes).		
<b>SC 5-2.8</b> - Predict events in informational texts on the basis of cause-and-effect relationships.		
<b>SC 5-2.9</b> - Read independently for extended periods of time to gain information.		
<b>SC 5-3</b> - The student will use word analysis and vocabulary strategies to read fluently.		
<b>SC 5-3.1</b> - Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.	<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>Skill 2</b> - V02 Making inferences for vocabulary
<b>SC 5-3.2</b> - Use base words and affixes to determine the meanings of words within texts.	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 2</b> - V02 Making inferences for vocabulary
		<b>Skill 3</b> - V03 Making connections with prior knowledge

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 5, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 5-3.3</b> - Interpret the meaning of idioms and euphemisms encountered in texts.		
<b>SC 5-3.4</b> - Spell correctly		
<b>SC 5-3.4.a</b> - Spell correctly multisyllabic constructions,		
<b>SC 5-3.4.b</b> - Spell correctly double consonant patterns, and		
<b>SC 5-3.4.c</b> - Spell correctly irregular vowel patterns in multisyllabic words.		
<b>- Writing</b>		
<b>SC 5-4</b> - 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.		
<b>SC 5-4.1</b> - Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).		
<b>SC 5-4.2</b> - Use complete sentences in a variety of types (including simple, compound, and complex) in writing.		
<b>SC 5-4.3</b> - Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.		
<b>SC 5-4.4</b> - Use grammatical conventions of written Standard American English, including		
<b>SC 5-4.4.a</b> - Use grammatical conventions of written Standard American English, including irregular comparative and superlative adjectives,		
<b>SC 5-4.4.b</b> - Use grammatical conventions of written Standard American English, including irregular adverbs,		
<b>SC 5-4.4.c</b> - Use grammatical conventions of written Standard American English, including interjections,		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 5, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 5-4.4.d</b> - Use grammatical conventions of written Standard American English, including past participles of commonly misused verbs, and		
<b>SC 5-4.4.e</b> - Use grammatical conventions of written Standard American English, including subject-verb and pronoun-antecedent agreement with collective nouns.		
<b>SC 5-4.5</b> - Use revision strategies to improve the organization and development of content and the quality of voice in written works.		
<b>SC 5-4.6</b> - Edit for the correct use of written Standard American English, including		
<b>SC 5-4.6.a</b> - Edit for the correct use of written Standard American English, including capitalization		
<b>SC 5-4.6.a.1</b> - Edit for the correct use of written Standard American English, including capitalization ethnic groups,		
<b>SC 5-4.6.a.2</b> - Edit for the correct use of written Standard American English, including capitalization national groups, and		
<b>SC 5-4.6.a.3</b> - Edit for the correct use of written Standard American English, including capitalization established religions and languages;		
<b>SC 5-4.6.b</b> - Edit for the correct use of written Standard American English, including punctuation		
<b>SC 5-4.6.b.1</b> - Edit for the correct use of written Standard American English, including punctuation colons and		
<b>SC 5-4.6.b.2</b> - Edit for the correct use of written Standard American English, including punctuation hyphens; and		
<b>SC 5-4.6.c</b> - Edit for the correct use of written Standard American English, including spelling		
<b>SC 5-4.6.c.1</b> - Edit for the correct use of written Standard American English, including spelling commonly confused words,		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 5, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 5-4.6.c.2</b> - Edit for the correct use of written Standard American English, including spelling multisyllabic constructions,		
<b>SC 5-4.6.c.3</b> - Edit for the correct use of written Standard American English, including spelling double consonant patterns, and		
<b>SC 5-4.6.c.4</b> - Edit for the correct use of written Standard American English, including spelling irregular vowel patterns in multisyllabic words.		
<b>SC 5-5</b> - The student will write for a variety of purposes and audiences.		
<b>SC 5-5.1</b> - Create informational pieces (for example, book reviews and newsletter articles) that use language appropriate for the specific audience.		
<b>SC 5-5.2</b> - Create narratives that have a fully developed plot and a consistent point of view.		
<b>SC 5-5.3</b> - Create written descriptions using precise language and vivid details.		
<b>SC 5-5.4</b> - Create written pieces (for example, picture books, comic books, and graphic novels) to entertain a specific audience.		
<b>- Researching</b>		
<b>SC 5-6</b> - The student will access and use information from a variety of sources.		
<b>SC 5-6.1</b> - Clarify and refine a research topic.		
<b>SC 5-6.2</b> - Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint sources to access information.		
<b>SC 5-6.3</b> - Select information appropriate for the research topic.		
<b>SC 5-6.4</b> - Paraphrase research information accurately and meaningfully.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 5, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 5-6.5</b> - Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.		
<b>SC 5-6.6</b> - Use the Internet as a source of information.		
<b>SC 5-6.7</b> - Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.		
<b>SC 5-6.8</b> - Use appropriate organizational strategies to prepare written works and oral and visual presentations.		
<b>SC 5-6.9</b> - Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 6, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- Reading</b>		
<b>SC 6-1</b> - The student will read and comprehend a variety of literary texts in print and nonprint formats.		
<b>SC 6-1.1</b> - Analyze literary texts to draw conclusions and make inferences.		
<b>SC 6-1.2</b> - Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.		
<b>SC 6-1.3</b> - Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).		
<b>SC 6-1.4</b> - Analyze an author's development of characters, setting, and conflict in a given literary text.		
<b>SC 6-1.5</b> - Interpret the effect of the author's craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts.		
<b>SC 6-1.6</b> - Compare/contrast main ideas within and across literary texts.		
<b>SC 6-1.7</b> - Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).		
<b>SC 6-1.8</b> - Understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain) and drama (including stage directions and the use of monologues).		
<b>SC 6-1.9</b> - Analyze works of fiction (including legends and myths) and works of nonfiction (including speeches and personal essays) by characteristics.		
<b>SC 6-1.10</b> - Predict events in literary texts on the basis of cause-and-effect relationships.		
<b>SC 6-1.11</b> - Read independently for extended periods of time for pleasure.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 6, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 6-2</b> - The student will read and comprehend a variety of informational texts in print and nonprint formats.		
<b>SC 6-2.1</b> - Analyze central ideas within and across informational texts.		
<b>SC 6-2.2</b> - Analyze informational texts to draw conclusions and make inferences.		
<b>SC 6-2.3</b> - Summarize author bias based on the omission of relevant facts and statements of unsupported opinions.		
<b>SC 6-2.4</b> - Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).		
<b>SC 6-2.5</b> - Interpret information that text elements (for example, print styles and chapter headings) provide to the reader.		
<b>SC 6-2.6</b> - Interpret information from graphic features (for example, illustrations, graphs, charts, maps, diagrams, and graphic organizers).		
<b>SC 6-2.7</b> - Interpret information from functional text features (for example, tables of contents and glossaries).		
<b>SC 6-2.8</b> - Predict events in informational texts on the basis of cause-and-effect relationships.		
<b>SC 6-2.9</b> - Identify propaganda techniques (including testimonials and bandwagon) in informational texts.		
<b>SC 6-2.10</b> - Read independently for extended periods of time to gain information.		
<b>SC 6-3</b> - The student will use word analysis and vocabulary strategies to read fluently.		
<b>SC 6-3.1</b> - Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple-meaning words.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Understanding words in context

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 6, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
	<b>Skill Area 3 - Vocabulary-in-context (V)</b>	<b>Skill 1 - V01</b> Using context clues
		<b>Skill 2 - V02</b> Making inferences for vocabulary
<b>SC 6-3.2</b> - Analyze the meaning of words by using Greek and Latin roots and affixes within texts.		
<b>SC 6-3.3</b> - Interpret the meaning of idioms and euphemisms encountered in texts.		
<b>SC 6-3.4</b> - Distinguish between the denotation and the connotation of a given word.		
<b>SC 6-3.5</b> - Spell new words using Greek and Latin roots and affixes.		
<b>- Writing</b>		
<b>SC 6-4</b> - 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.		
<b>SC 6-4.1</b> - Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.		
<b>SC 6-4.2</b> - Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.		
<b>SC 6-4.3</b> - Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.		
<b>SC 6-4.4</b> - Use grammatical conventions of written Standard American English, including		
<b>SC 6-4.4.a</b> - Use grammatical conventions of written Standard American English, including main and subordinate clauses,		
<b>SC 6-4.4.b</b> - Use grammatical conventions of written Standard American English, including indefinite pronouns,		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 6, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 6-4.4.c</b> - Use grammatical conventions of written Standard American English, including pronoun-antecedent agreement, and		
<b>SC 6-4.4.d</b> - Use grammatical conventions of written Standard American English, including consistent verb tenses.		
<b>SC 6-4.5</b> - Revise writing to improve clarity, tone, voice, content, and the development of ideas.		
<b>SC 6-4.6</b> - Edit for the correct use of written Standard American English, including		
<b>SC 6-4.6.a</b> - Edit for the correct use of written Standard American English, including punctuation		
<b>SC 6-4.6.a.1</b> - Edit for the correct use of written Standard American English, including punctuation semicolon,		
<b>SC 6-4.6.a.2</b> - Edit for the correct use of written Standard American English, including punctuation commas to enclose appositives, and		
<b>SC 6-4.6.a.3</b> - Edit for the correct use of written Standard American English, including punctuation commas to separate introductory clauses and phrases.		
<b>SC 6-4.7</b> - Spell correctly using Standard American English.		
<b>SC 6-5</b> - The student will write for a variety of purposes and audiences.		
<b>SC 6-5.1</b> - Create informational pieces (for example, brochures, pamphlets, and reports) that use language appropriate for the specific audience.		
<b>SC 6-5.2</b> - Create narratives that have a fully developed plot and a consistent point of view.		
<b>SC 6-5.3</b> - Create written descriptions using precise language and vivid details.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 6, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 6-5.4</b> - Create persuasive writings (for example, print advertisements and commercial scripts) that develop a central idea with supporting evidence and use language appropriate for the specific audience.		
<b>- Researching</b>		
<b>SC 6-6</b> - The student will access and use information from a variety of sources.		
<b>SC 6-6.1</b> - Clarify and refine a research topic.		
<b>SC 6-6.2</b> - Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.		
<b>SC 6-6.3</b> - Use a standardized system of documentation (for example, a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.		
<b>SC 6-6.4</b> - Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.		
<b>SC 6-6.5</b> - Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.		
<b>SC 6-6.6</b> - Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.		
<b>SC 6-6.7</b> - Use a variety of print and electronic reference materials.		
<b>SC 6-6.8</b> - Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 7, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- Reading</b>		
<b>SC 7-1</b> - The student will read and comprehend a variety of literary texts in print and nonprint formats.		
<b>SC 7-1.1</b> - Analyze literary texts to draw conclusions and make inferences.		
<b>SC 7-1.2</b> - Explain the effect of point of view on a given narrative text.		
<b>SC 7-1.3</b> - Interpret devices of figurative language (including extended metaphor and oxymoron).		
<b>SC 7-1.4</b> - Analyze an author's development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text.		
<b>SC 7-1.5</b> - Interpret the effect of an author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, and irony) on the meaning of literary texts.		
<b>SC 7-1.6</b> - Analyze a given literary text to determine its theme.		
<b>SC 7-1.7</b> - Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).		
<b>SC 7-1.8</b> - Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).		
<b>SC 7-1.9</b> - Read independently for extended periods of time for pleasure.		
<b>SC 7-2</b> - The student will read and comprehend a variety of informational texts in print and nonprint formats.		
<b>SC 7-2.1</b> - Analyze central ideas within and across informational texts.		
<b>SC 7-2.2</b> - Analyze information within and across texts to draw conclusions and make inferences.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 7, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 7-2.3</b> - Identify author bias (for example, word choice and the exclusion and inclusion of particular information).		
<b>SC 7-2.4</b> - Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).		
<b>SC 7-2.5</b> - Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.		
<b>SC 7-2.6</b> - Analyze information from graphic features (for example, charts and graphs) in informational texts.		
<b>SC 7-2.7</b> - Identify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.		
<b>SC 7-2.8</b> - Read independently for extended periods of time to gain information.		
<b>SC 7-3</b> - The student will use word analysis and vocabulary strategies to read fluently.		
<b>SC 7-3.1</b> - Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.	<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>Skill 2</b> - V02 Making inferences for vocabulary
<b>SC 7-3.2</b> - Analyze the meaning of words by using Greek and Latin roots and affixes within texts.		
<b>SC 7-3.3</b> - Interpret the meaning of idioms and euphemisms encountered in texts.		
<b>SC 7-3.4</b> - Interpret the connotations of words to understand the meaning of a given text.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 7, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 7-3.5</b> - Spell new words using Greek and Latin roots and affixes.		
<b>- Writing</b>		
<b>SC 7-4</b> - 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.		
<b>SC 7-4.1</b> - Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.		
<b>SC 7-4.2</b> - Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).		
<b>SC 7-4.3</b> - Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.		
<b>SC 7-4.4</b> - Use grammatical conventions of written Standard American English, including the reinforcement of conventions previously taught.		
<b>SC 7-4.5</b> - Revise writing to improve clarity, tone, voice, content, and the development of ideas.		
<b>SC 7-4.6</b> - Edit for the correct use of written Standard American English, including ellipses and parentheses.		
<b>SC 7-4.7</b> - Spell correctly using Standard American English.		
<b>SC 7-5</b> - The student will write for a variety of purposes and audiences.		
<b>SC 7-5.1</b> - Create informational pieces (for example, book, movie, or product reviews and news reports) that use language appropriate for a specific audience.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 7, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 7-5.2</b> - Create narratives (for example, personal essays or narrative poems) that communicate the significance of an issue of importance and use language appropriate for the purpose and the audience.		
<b>SC 7-5.3</b> - Create descriptions for use in other modes of written works (for example, narrative, expository, or persuasive).		
<b>SC 7-5.4</b> - Create persuasive pieces (for example, letters to the editor or essays) that include a stated position with supporting evidence for a specific audience.		
<b>- Researching</b>		
<b>SC 7-6</b> - The student will access and use information from a variety of sources.		
<b>SC 7-6.1</b> - Clarify and refine a research topic.		
<b>SC 7-6.2</b> - Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.		
<b>SC 7-6.3</b> - Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.		
<b>SC 7-6.4</b> - Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.		
<b>SC 7-6.5</b> - Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.		
<b>SC 7-6.6</b> - Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.		
<b>SC 7-6.7</b> - Use a variety of print and electronic reference materials.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 7, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 7-6.8</b> - Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and selecting and organizing information.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 8, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- Reading</b>		
<b>SC 8-1</b> - The student will read and comprehend a variety of literary texts in print and nonprint formats.		
<b>SC 8-1.1</b> - Compare/contrast ideas within and across literary texts to make inferences.		
<b>SC 8-1.2</b> - Explain the effect of point of view on a given literary text.		
<b>SC 8-1.3</b> - Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).		
<b>SC 8-1.4</b> - Analyze a given literary text to determine its theme.		
<b>SC 8-1.5</b> - Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.		
<b>SC 8-1.6</b> - Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).		
<b>SC 8-1.7</b> - Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).		
<b>SC 8-1.8</b> - Read independently for extended periods of time for pleasure.		
<b>SC 8-2</b> - The student will read and comprehend a variety of informational texts in print and nonprint formats.		
<b>SC 8-2.1</b> - Compare/contrast central ideas within and across informational texts.		
<b>SC 8-2.2</b> - Compare/contrast information within and across texts to draw conclusions and make inferences.		
<b>SC 8-2.3</b> - Analyze informational texts for author bias (for example, word choice and the exclusion and inclusion of particular information).		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 8, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 8-2.4</b> - Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).		
<b>SC 8-2.5</b> - Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.		
<b>SC 8-2.6</b> - Analyze information from graphic features (for example, charts and graphs) in informational texts.		
<b>SC 8-2.7</b> - Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.		
<b>SC 8-2.8</b> - Read independently for extended periods of time to gain information.		
<b>SC 8-3</b> - The student will use word analysis and vocabulary strategies to read fluently.		
<b>SC 8-3.1</b> - Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.	<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>Skill 2</b> - V02 Making inferences for vocabulary
<b>SC 8-3.2</b> - Analyze the meaning of words by using Greek and Latin roots and affixes within texts.		
<b>SC 8-3.3</b> - Interpret the meaning of idioms and euphemisms encountered in texts.		
<b>SC 8-3.4</b> - Interpret the connotations of words to understand the meaning of a given text.		
<b>SC 8-3.5</b> - Spell new words using Greek and Latin roots and affixes.		
<b>- Writing</b>		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 8, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 8-4</b> - 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.		
<b>SC 8-4.1</b> - Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.		
<b>SC 8-4.2</b> - Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).		
<b>SC 8-4.3</b> - Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.		
<b>SC 8-4.4</b> - Use grammatical conventions of written Standard American English, including the reinforcement of conventions previously taught.		
<b>SC 8-4.5</b> - Revise writing to improve clarity, tone, voice, content, and the development of ideas.		
<b>SC 8-4.6</b> - Edit for the correct use of written Standard American English, including ellipses and parentheses.		
<b>SC 8-4.7</b> - Spell correctly using Standard American English.		
<b>SC 8-5</b> - The student will write for a variety of purposes and audiences.		
<b>SC 8-5.1</b> - Create informational pieces (for example, reports and letters of request, inquiry, or complaint) that use language appropriate for the specific audience.		
<b>SC 8-5.2</b> - Create narratives (for example, memoirs) that communicate the significance of particular personal relationships.		
<b>SC 8-5.3</b> - Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive).		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, Grade 8, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC 8-5.4</b> - Create persuasive pieces (for example, editorials, essays, or speeches) that support a clearly stated position with concrete evidence.		
<b>- Researching</b>		
<b>SC 8-6</b> - The student will access and use information from a variety of sources.		
<b>SC 8-6.1</b> - Clarify and refine a research topic.		
<b>SC 8-6.2</b> - Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.		
<b>SC 8-6.3</b> - Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.		
<b>SC 8-6.4</b> - Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.		
<b>SC 8-6.5</b> - Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.		
<b>SC 8-6.6</b> - Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.		
<b>SC 8-6.7</b> - Use a variety of print and electronic reference materials.		
<b>SC 8-6.8</b> - Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and selecting and organizing information.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English I, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- Reading</b>		
<b>SC E1-1</b> - The student will read and comprehend a variety of literary texts in print and nonprint formats.		
<b>SC E1-1.1</b> - Compare/contrast ideas within and across literary texts to make inferences.		
<b>SC E1-1.2</b> - Analyze the impact of point of view on literary texts.		
<b>SC E1-1.3</b> - Interpret devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).		
<b>SC E1-1.4</b> - Analyze the relationship among character, plot, conflict, and theme in a given literary text.		
<b>SC E1-1.5</b> - Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.		
<b>SC E1-1.6</b> - Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).		
<b>SC E1-1.7</b> - Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).		
<b>SC E1-1.8</b> - Read independently for extended periods of time for pleasure.		
<b>SC E1-2</b> - The student will read and comprehend a variety of informational texts in print and nonprint formats.		
<b>SC E1-2.1</b> - Compare/contrast theses within and across informational texts.		
<b>SC E1-2.2</b> - Compare/contrast information within and across texts to draw conclusions and make inferences.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English I, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC E1-2.3</b> - Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).		
<b>SC E1-2.4</b> - Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).		
<b>SC E1-2.5</b> - Analyze the impact that text elements have on the meaning of a given informational text.		
<b>SC E1-2.6</b> - Analyze information from graphic features (for example, charts and graphs) in informational texts.		
<b>SC E1-2.7</b> - Analyze propaganda techniques in informational texts.		
<b>SC E1-2.8</b> - Read independently for extended periods of time to gain information.		
<b>SC E1-3</b> - The student will use word analysis and vocabulary strategies to read fluently.		
<b>SC E1-3.1</b> - Use context clues to determine the meaning of technical terms and other unfamiliar words.	<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>Skill 2</b> - V02 Making inferences for vocabulary
<b>SC E1-3.2</b> - Analyze the meaning of words by using Greek and Latin roots and affixes.		
<b>SC E1-3.3</b> - Interpret euphemisms and connotations of words to understand the meaning of a given text.		
<b>SC E1-3.4</b> - Spell new words using Greek and Latin roots and affixes.		
<b>- Writing</b>		
<b>SC E1-4</b> - 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.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English I, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC E1-4.1</b> - Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.		
<b>SC E1-4.2</b> - Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).		
<b>SC E1-4.3</b> - Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).		
<b>SC E1-4.4</b> - Use grammatical conventions of written Standard American English, including		
<b>SC E1-4.4.a</b> - Use grammatical conventions of written Standard American English, including subject-verb agreement,		
<b>SC E1-4.4.b</b> - Use grammatical conventions of written Standard American English, including pronoun-antecedent agreement,		
<b>SC E1-4.4.c</b> - Use grammatical conventions of written Standard American English, including agreement of nouns and their modifiers,		
<b>SC E1-4.4.d</b> - Use grammatical conventions of written Standard American English, including verb formation,		
<b>SC E1-4.4.e</b> - Use grammatical conventions of written Standard American English, including pronoun case,		
<b>SC E1-4.4.f</b> - Use grammatical conventions of written Standard American English, including formation of comparative and superlative adjectives and adverbs, and		
<b>SC E1-4.4.g</b> - Use grammatical conventions of written Standard American English, including idiomatic usage.		
<b>SC E1-4.5</b> - Revise writing to improve clarity, tone, voice, content, and the development of ideas.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English I, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC E1-4.6</b> - Edit written pieces for correct use of Standard American English, including the reinforcement of the mechanics previously taught.		
<b>SC E1-5</b> - The student will write for a variety of purposes and audiences.		
<b>SC E1-5.1</b> - Create informational pieces (for example, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.		
<b>SC E1-5.2</b> - Create narratives (for example, personal essays, memoirs, or narrative poems) that use descriptive language to create tone and mood.		
<b>SC E1-5.3</b> - Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive).		
<b>SC E1-5.4</b> - Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).		
<b>SC E1-5.5</b> - Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and audience.		
<b>- Researching</b>		
<b>SC E1-6</b> - The student will access and use information from a variety of sources.		
<b>SC E1-6.1</b> - Clarify and refine a research topic.		
<b>SC E1-6.2</b> - Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.		
<b>SC E1-6.3</b> - Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English I, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC E1-6.4</b> - Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.		
<b>SC E1-6.5</b> - Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.		
<b>SC E1-6.6</b> - Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.		
<b>SC E1-6.7</b> - Use a variety of print and electronic reference materials.		
<b>SC E1-6.8</b> - Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English II, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- Reading</b>		
<b>SC E2-1</b> - The student will read and comprehend a variety of literary texts in print and nonprint formats.		
<b>SC E2-1.1</b> - Compare/contrast ideas within and across literary texts to make inferences.		
<b>SC E2-1.2</b> - Analyze the impact of point of view on literary texts.		
<b>SC E2-1.3</b> - Analyze devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).		
<b>SC E2-1.4</b> - Analyze the relationship among character, plot, conflict, and theme in a given literary text.		
<b>SC E2-1.5</b> - Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.		
<b>SC E2-1.6</b> - Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).		
<b>SC E2-1.7</b> - Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).		
<b>SC E2-1.8</b> - Read independently for extended periods of time for pleasure.		
<b>SC E2-2</b> - The student will read and comprehend a variety of informational texts in print and nonprint formats.		
<b>SC E2-2.1</b> - Compare/contrast theses within and across informational texts.		
<b>SC E2-2.2</b> - Compare/contrast information within and across texts to draw conclusions and make inferences.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English II, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC E2-2.3</b> - Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).		
<b>SC E2-2.4</b> - Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).		
<b>SC E2-2.5</b> - Analyze the impact that text elements have on the meaning of a given informational text.		
<b>SC E2-2.6</b> - Analyze information from graphic features (for example, charts and graphs) in informational texts.		
<b>SC E2-2.7</b> - Analyze propaganda techniques in informational texts.		
<b>SC E2-2.8</b> - Read independently for extended periods of time to gain information.		
<b>SC E2-3</b> - The student will use word analysis and vocabulary strategies to read fluently.		
<b>SC E2-3.1</b> - Use context clues to determine the meaning of technical terms and other unfamiliar words.	<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>Skill 2</b> - V02 Making inferences for vocabulary
<b>SC E2-3.2</b> - Analyze the meaning of words by using Greek and Latin roots and affixes.		
<b>SC E2-3.3</b> - Interpret euphemisms and the connotations of words to understand the meaning of a given text.		
<b>SC E2-3.4</b> - Spell new words using Greek and Latin roots and affixes.		
<b>- Writing</b>		
<b>SC E2-4</b> - 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.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English II, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC E2-4.1</b> - Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.		
<b>SC E2-4.2</b> - Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).		
<b>SC E2-4.3</b> - Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).		
<b>SC E2-4.4</b> - Use grammatical conventions of written Standard American English, including		
<b>SC E2-4.4.a</b> - Use grammatical conventions of written Standard American English, including subject-verb agreement,		
<b>SC E2-4.4.b</b> - Use grammatical conventions of written Standard American English, including pronoun-antecedent agreement,		
<b>SC E2-4.4.c</b> - Use grammatical conventions of written Standard American English, including agreement of nouns and their modifiers,		
<b>SC E2-4.4.d</b> - Use grammatical conventions of written Standard American English, including verb formation,		
<b>SC E2-4.4.e</b> - Use grammatical conventions of written Standard American English, including pronoun case,		
<b>SC E2-4.4.f</b> - Use grammatical conventions of written Standard American English, including formation of comparative and superlative adjectives and adverbs, and		
<b>SC E2-4.4.g</b> - Use grammatical conventions of written Standard American English, including idiomatic usage.		
<b>SC E2-4.5</b> - Revise writing to improve clarity, tone, voice, content, and the development of ideas.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English II, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC E2-4.6</b> - Edit written pieces for the correct use of Standard American English, including the reinforcement of conventions previously taught.		
<b>SC E2-5</b> - The student will write for a variety of purposes and audiences.		
<b>SC E2-5.1</b> - Create informational pieces (for example, resumes, memos, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.		
<b>SC E2-5.2</b> - Create narrative pieces (for example, personal essays, memoirs, or narrative poems) that use figurative language and word choice to create tone and mood.		
<b>SC E2-5.3</b> - Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.		
<b>SC E2-5.4</b> - Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).		
<b>SC E2-5.5</b> - Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language suitable for the purpose and audience.		
<b>- Researching</b>		
<b>SC E2-6</b> - The student will access and use information from a variety of sources.		
<b>SC E2-6.1</b> - Clarify and refine a research topic.		
<b>SC E2-6.2</b> - Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English II, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC E2-6.3</b> - Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.		
<b>SC E2-6.4</b> - Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.		
<b>SC E2-6.5</b> - Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.		
<b>SC E2-6.6</b> - Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.		
<b>SC E2-6.7</b> - Use a variety of print and electronic reference materials.		
<b>SC E2-6.8</b> - Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English III, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- Reading</b>		
<b>SC E3-1</b> - The student will read and comprehend a variety of literary texts in print and nonprint formats.		
<b>SC E3-1.1</b> - Compare/contrast ideas within and across literary texts to make inferences.		
<b>SC E3-1.2</b> - Evaluate the impact of point of view on literary texts.		
<b>SC E3-1.3</b> - Evaluate devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).		
<b>SC E3-1.4</b> - Evaluate the relationship among character, plot, conflict, and theme in a given literary text.		
<b>SC E3-1.5</b> - Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts.		
<b>SC E3-1.6</b> - Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).		
<b>SC E3-1.7</b> - Evaluate an author's use of genre to convey theme.		
<b>SC E3-1.8</b> - Read independently for extended periods of time for pleasure.		
<b>SC E3-2</b> - The student will read and comprehend a variety of informational texts in print and nonprint formats.		
<b>SC E3-2.1</b> - Evaluate theses within and across informational texts.		
<b>SC E3-2.2</b> - Compare/contrast information within and across texts to draw conclusions and make inferences.		
<b>SC E3-2.3</b> - Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion).		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English III, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC E3-2.4</b> - Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).		
<b>SC E3-2.5</b> - Evaluate the impact that text elements have on the meaning of a given informational text.		
<b>SC E3-2.6</b> - Evaluate information from graphic features (for example, charts and graphs) in informational texts.		
<b>SC E3-2.7</b> - Evaluate propaganda techniques and rhetorical devices in informational texts.		
<b>SC E3-2.8</b> - Read independently for extended periods of time to gain information.		
<b>SC E3-3</b> - The student will use word analysis and vocabulary strategies to read fluently.		
<b>SC E3-3.1</b> - Use context clues to determine the meaning of technical terms and other unfamiliar words.	<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>Skill 2</b> - V02 Making inferences for vocabulary
<b>SC E3-3.2</b> - Analyze the meaning of words by using Greek and Latin roots and affixes.		
<b>SC E3-3.3</b> - Explain how American history and culture have influenced the use and development of the English language.		
<b>SC E3-3.4</b> - Spell new words using Greek and Latin roots and affixes.		
<b>- Writing</b>		
<b>SC E3-4</b> - The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English.		
<b>SC E3-4.1</b> - Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English III, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC E3-4.2</b> - Use complete sentences in a variety of types (for example, simple, compound, complex, and compound-complex).		
<b>SC E3-4.3</b> - Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).		
<b>SC E3-4.4</b> - Use grammatical conventions of written Standard American English to clarify and enhance meaning including		
<b>SC E3-4.4.a</b> - Use grammatical conventions of written Standard American English to clarify and enhance meaning including subject-verb agreement,		
<b>SC E3-4.4.b</b> - Use grammatical conventions of written Standard American English to clarify and enhance meaning including pronoun-antecedent agreement,		
<b>SC E3-4.4.c</b> - Use grammatical conventions of written Standard American English to clarify and enhance meaning including agreement of nouns and their modifiers,		
<b>SC E3-4.4.d</b> - Use grammatical conventions of written Standard American English to clarify and enhance meaning including verb formation,		
<b>SC E3-4.4.e</b> - Use grammatical conventions of written Standard American English to clarify and enhance meaning including pronoun case,		
<b>SC E3-4.4.f</b> - Use grammatical conventions of written Standard American English to clarify and enhance meaning including formation of comparative or superlative adjectives and adverbs, and		
<b>SC E3-4.4.g</b> - Use grammatical conventions of written Standard American English to clarify and enhance meaning including idiomatic usage.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English III, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC E3-4.5</b> - Revise writing to improve clarity, tone, voice, content, and the development of ideas.		
<b>SC E3-4.6</b> - Edit written pieces for the correct mechanics and usage of written Standard American English including		
<b>SC E3-4.6.a</b> - Edit written pieces for the correct mechanics and usage of written Standard American English including internal and end of sentence punctuation,		
<b>SC E3-4.6.b</b> - Edit written pieces for the correct mechanics and usage of written Standard American English including commas to indicate appositives,		
<b>SC E3-4.6.c</b> - Edit written pieces for the correct mechanics and usage of written Standard American English including word placement to avoid ambiguity,		
<b>SC E3-4.6.d</b> - Edit written pieces for the correct mechanics and usage of written Standard American English including appropriate coordination and subordination,		
<b>SC E3-4.6.e</b> - Edit written pieces for the correct mechanics and usage of written Standard American English including relationship between and among clauses,		
<b>SC E3-4.6.f</b> - Edit written pieces for the correct mechanics and usage of written Standard American English including placement of modifiers, and		
<b>SC E3-4.6.g</b> - Edit written pieces for the correct mechanics and usage of written Standard American English including shifts in construction.		
<b>SC E3-5</b> - The student will write for a variety of purposes and audiences.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English III, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC E3-5.1</b> - Create informational pieces (for example, resumes, memos, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.		
<b>SC E3-5.2</b> - Create narrative pieces (for example, personal essays, memoirs, or narrative poems) that use figurative language and word choice to create tone and mood.		
<b>SC E3-5.3</b> - Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.		
<b>SC E3-5.4</b> - Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).		
<b>SC E3-5.5</b> - Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and audience.		
<b>SC E3-5.6</b> - Compose effective pieces of writing to respond to prompts in "on-demand" situations.		
<b>- Researching</b>		
<b>SC E3-6</b> - The student will access and use information from a variety of sources.		
<b>SC E3-6.1</b> - Clarify and refine a research topic.		
<b>SC E3-6.2</b> - Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.		
<b>SC E3-6.3</b> - Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English III, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC E3-6.4</b> - Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.		
<b>SC E3-6.5</b> - Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.		
<b>SC E3-6.6</b> - Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.		
<b>SC E3-6.7</b> - Use a variety of print and electronic reference materials.		
<b>SC E3-6.8</b> - Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English IV, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- Reading</b>		
<b>SC E4-1</b> - The student will read and comprehend a variety of literary texts in print and nonprint formats.		
<b>SC E4-1.1</b> - Compare/contrast ideas within and across literary texts to make inferences.		
<b>SC E4-1.2</b> - Evaluate the impact of point of view on literary texts.		
<b>SC E4-1.3</b> - Evaluate devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).		
<b>SC E4-1.4</b> - Evaluate the relationship among character, plot, conflict, and theme in a given literary text.		
<b>SC E4-1.5</b> - Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts.		
<b>SC E4-1.6</b> - Create responses to literary texts through a variety of methods, (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).		
<b>SC E4-1.7</b> - Evaluate an author's use of genre to convey theme.		
<b>SC E4-1.8</b> - Read independently for extended periods of time for pleasure.		
<b>SC E4-2</b> - The student will read and comprehend a variety of informational texts in print and nonprint formats.		
<b>SC E4-2.1</b> - Evaluate theses within and across informational texts.		
<b>SC E4-2.2</b> - Compare/contrast information within and across texts to draw conclusions and make inferences.		
<b>SC E4-2.3</b> - Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion).		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English IV, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC E4-2.4</b> - Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).		
<b>SC E4-2.5</b> - Evaluate the impact that text elements have on the meaning of a given informational text.		
<b>SC E4-2.6</b> - Evaluate information from graphic features (for example, charts and graphs in informational texts).		
<b>SC E4-2.7</b> - Evaluate propaganda techniques and rhetorical devices in informational texts.		
<b>SC E4-2.8</b> - Read independently for extended periods of time to gain information.		
<b>SC E4-3</b> - The student will use word analysis and vocabulary strategies to read fluently.		
<b>SC E4-3.1</b> - Use context clues to determine the meaning of technical terms and other unfamiliar words.	<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>Skill 2</b> - V02 Making inferences for vocabulary
<b>SC E4-3.2</b> - Analyze the meaning of words by using Greek and Latin roots and affixes.		
<b>SC E4-3.3</b> - Explain how British history and culture have influenced the use and development of the English language.		
<b>SC E4-3.4</b> - Spell new words using Greek and Latin roots and affixes.		
<b>- Writing</b>		
<b>SC E4-4</b> - 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.		
<b>SC E4-4.1</b> - Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English IV, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC E4-4.2</b> - Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).		
<b>SC E4-4.3</b> - Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).		
<b>SC E4-4.4</b> - Use grammatical conventions of written Standard American English to clarify and enhance meaning including		
<b>SC E4-4.4.a</b> - Use grammatical conventions of written Standard American English to clarify and enhance meaning including subject-verb agreement,		
<b>SC E4-4.4.b</b> - Use grammatical conventions of written Standard American English to clarify and enhance meaning including pronoun-antecedent agreement,		
<b>SC E4-4.4.c</b> - Use grammatical conventions of written Standard American English to clarify and enhance meaning including agreement of nouns and their modifiers,		
<b>SC E4-4.4.d</b> - Use grammatical conventions of written Standard American English to clarify and enhance meaning including verb formation,		
<b>SC E4-4.4.e</b> - Use grammatical conventions of written Standard American English to clarify and enhance meaning including pronoun case,		
<b>SC E4-4.4.f</b> - Use grammatical conventions of written Standard American English to clarify and enhance meaning including formation of comparative or superlative adjectives and adverbs, and		
<b>SC E4-4.4.g</b> - Use grammatical conventions of written Standard American English to clarify and enhance meaning including idiomatic usage.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English IV, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC E4-4.5</b> - Revise writing to improve clarity, tone, voice, content, and the development of ideas.		
<b>SC E4-4.6</b> - Edit for the correct mechanics and usage of written Standard American English including		
<b>SC E4-4.6.a</b> - Edit for the correct mechanics and usage of written Standard American English including internal and end of sentence punctuation,		
<b>SC E4-4.6.b</b> - Edit for the correct mechanics and usage of written Standard American English including commas to indicate appositives,		
<b>SC E4-4.6.c</b> - Edit for the correct mechanics and usage of written Standard American English including word placement to avoid ambiguity,		
<b>SC E4-4.6.d</b> - Edit for the correct mechanics and usage of written Standard American English including appropriate coordination and subordination,		
<b>SC E4-4.6.e</b> - Edit for the correct mechanics and usage of written Standard American English including relationship between and among clauses,		
<b>SC E4-4.6.f</b> - Edit for the correct mechanics and usage of written Standard American English including placement of modifiers, and		
<b>SC E4-4.6.g</b> - Edit for the correct mechanics and usage of written Standard American English including shifts in construction.		
<b>SC E4-5</b> - The student will write for a variety of purposes and audiences.		
<b>SC E4-5.1</b> - Create clear and concise career-oriented and technical writings (for example, memos, business letters, résumés, technical reports, and information analyses).		

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<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English IV, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC E4-5.2</b> - Create narratives (for example, personal essays, memoirs, and narrative poems) that use descriptive language to enhance voice and tone.		
<b>SC E4-5.3</b> - Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.		
<b>SC E4-5.4</b> - Create persuasive writings (for example, editorials, essays, speeches, or reports) that address a specific audience and use logical arguments supported by facts or expert opinions.		
<b>SC E4-5.5</b> - Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and audience.		
<b>SC E4-5.6</b> - Compose effective pieces of writing to respond to prompts in "on-demand" situations.		
<b>- Researching</b>		
<b>SC E4-6</b> - The student will access and use information from a variety of sources.		
<b>SC E4-6.1</b> - Clarify and refine a research topic.		
<b>SC E4-6.2</b> - Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.		
<b>SC E4-6.3</b> - Use a standardized system of documentation (including a list of sources with full publication information and the use of in- text citations) to properly credit the work of others.		
<b>SC E4-6.4</b> - Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.		
<b>SC E4-6.5</b> - Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
South Carolina, ELA, 2008, English IV, Curriculum Standards, State Department of Education	STAR Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>SC E4-6.6</b> - Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.		
<b>SC E4-6.7</b> - Use a variety of print and electronic reference materials.		
<b>SC E4-6.8</b> - Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.		