



**Indiana Standards Alignment**  
Prekindergarten through Grade Three



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## Indiana Standards Alignment

# Abbreviated Standards List with Aligned Product Skills

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

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Note to Educator:

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

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

We hope this report answers your questions regarding the alignment of Renaissance Learning technology and materials to your state standards. If you have any questions about the attached document, please feel free to call us at (800) 338-4204.

Sincerely,

Renaissance Sales and Funding Staff



<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
Indiana, English/Language Arts, 2006, Prekindergarten, Foundations to the Indiana Academic Standards, State Department of Education	STAR Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>IN F.1.9</b> - Young children are learning when they: Distinguish print from pictures.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 30</b> - OP30 Understanding concepts of print
<b>IN F.1.12</b> - Young children are learning when they: Name 13 uppercase letters.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognizing letters and words in print
	<b>Skill Area 3</b> - Graphophonemic Knowledge (GK)	<b>Skill 3</b> - GK03 Naming letters
<b>IN F.1.13</b> - Young children are learning when they: Point to and name six letters.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognizing letters and words in print
	<b>Skill Area 3</b> - Graphophonemic Knowledge (GK)	<b>Skill 3</b> - GK03 Naming letters
<b>IN F.1.16</b> - Young children are learning when they: Identify first letter of own name.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognizing letters and words in print
<b>IN F.1.17</b> - Young children are learning when they: Generate sounds from letters.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 3</b> - OP03 Recognizing sounds of the alphabet
	<b>Skill Area 3</b> - Graphophonemic Knowledge (GK)	<b>Skill 4</b> - GK04 Recognizing letter sounds
<b>IN F.1.19</b> - Young children are learning when they: Imitate simple rhymes.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 1</b> - PA01 Identifying rhyming words
<b>IN F.1.22</b> - Young children are learning when they: Generate and blend the sounds of letter patterns into recognizable words.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 3</b> - PA03 Blending phonemes
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 5</b> - OP05 Using letter sounds to read letters and words
<b>IN F.1.28</b> - Young children are learning when they: Generate and blend the sounds of letter patterns into recognizable words.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 2</b> - PA02 Blending word parts
		<b>Skill 3</b> - PA03 Blending phonemes
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 5</b> - OP05 Using letter sounds to read letters and words
		<b>Skill 7</b> - OP07 Building words
		<b>Skill 25</b> - OP25 Developing phonemic awareness
<b>IN F.1.31</b> - Young children are learning when they: Point to words in a book while telling a story.	<b>Skill Area 4</b> - General Readiness (GR)	<b>Skill 4</b> - GR04 Differentiating words from letters
		<b>Skill 7</b> - GR07 Identifying word boundaries
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 30</b> - OP30 Understanding concepts of print

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Indiana, English/Language Arts, 2006, Prekindergarten, Foundations to the Indiana Academic Standards, State Department of Education	STAR Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>IN F.1.33</b> - Young children are learning when they: Match upper to lower case letters.	<b>Skill Area 3</b> - Graphophonemic Knowledge (GK)	<b>Skill 1</b> - GK01 Matching upper and lower case letters
<b>IN F.1.34</b> - Young children are learning when they: Put letter shapes or tiles in alphabetical order.	<b>Skill Area 3</b> - Graphophonemic Knowledge (GK)	<b>Skill 2</b> - GK02 Recognizing alphabetic sequence
<b>IN F.1.35</b> - Young children are learning when they: Name objects from picture books.	<b>Skill Area 9</b> - Vocabulary (VO)	<b>Skill 1</b> - VO01 Matching words and pictures
<b>IN F.7.4</b> - Young children are learning when they: Follow one-step spoken directions without prompts (e.g., Get your shoe).	<b>Skill Area 2</b> - Technology Software (TS)	<b>Skill 8</b> - TS08 Following instructions
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 26</b> - OP26 Following oral directions
<b>IN F.7.6</b> - Young children are learning when they: Ask questions and make comments about a story being read.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 11</b> - OP11 Listening and responding to vocabulary and questions
		<b>Skill 13</b> - OP13 Responding to multiple-choice questions
<b>IN F.7.12</b> - Young children are learning when they: Follow two-step spoken directions with prompts.	<b>Skill Area 2</b> - Technology Software (TS)	<b>Skill 8</b> - TS08 Following instructions
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 26</b> - OP26 Following oral directions
<b>IN F.7.31</b> - Young children are learning when they: Understand and follow a one-step direction.	<b>Skill Area 2</b> - Technology Software (TS)	<b>Skill 8</b> - TS08 Following instructions
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 26</b> - OP26 Following oral directions

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<b>Agency Tag Set Name</b>	<b>Product Name</b>	
Indiana, English/Language Arts, 2007, Kindergarten, Academic Standards, State Department of Education	STAR Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>IN K.1.2</b> - Follow words from left to right and from top to bottom on the printed page.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 30</b> - OP30 Understanding concepts of print
<b>IN K.1.3</b> - Understand that printed materials provide information.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 30</b> - OP30 Understanding concepts of print
<b>IN K.1.4</b> - Recognize that sentences in print are made up of separate words.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognizing letters and words in print
	<b>Skill Area 4</b> - General Readiness (GR)	<b>Skill 7</b> - GR07 Identifying word boundaries
<b>IN K.1.5</b> - Distinguish letters from words.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognizing letters and words in print
	<b>Skill Area 4</b> - General Readiness (GR)	<b>Skill 4</b> - GR04 Differentiating words from letters
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 28</b> - OP28 Distinguishing shapes, letters, and words
<b>IN K.1.6</b> - Recognize and name all capital and lowercase letters of the alphabet.	<b>Skill Area 3</b> - Graphophonemic Knowledge (GK)	<b>Skill 1</b> - GK01 Matching upper and lower case letters
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognizing letters and words in print
	<b>Skill Area 3</b> - Graphophonemic Knowledge (GK)	<b>Skill 3</b> - GK03 Naming letters
<b>IN K.1.8</b> - Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated. Example: Listen to the word bat and tell what word is left when you take the /b/ sound away. Tell what word is left when you take the /br/ sound away from the spoken word brother.	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 5</b> - PH05 Replacing beginning and ending consonants
		<b>Skill 6</b> - PH06 Replacing vowels
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 25</b> - OP25 Developing phonemic awareness
<b>IN K.1.9</b> - Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words. Example: Listen to the sounds /b/, /e/, /d/ and tell what word is made.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 2</b> - PA02 Blending word parts
		<b>Skill 3</b> - PA03 Blending phonemes
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 5</b> - OP05 Using letter sounds to read letters and words
		<b>Skill 25</b> - OP25 Developing phonemic awareness

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Indiana, English/Language Arts, 2007, Kindergarten, Academic Standards, State Department of Education	STAR Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>IN K.1.10</b> - Say rhyming words in response to an oral prompt. Example: Say a word that rhymes with cat.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 1</b> - PA01 Identifying rhyming words
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 25</b> - OP25 Developing phonemic awareness
<b>IN K.1.11</b> - Listen to one-syllable words and tell the beginning or ending sounds. Example: Tell what sound you hear at the beginning of the word girl.	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 3</b> - PH03 Identifying beginning consonant sounds
		<b>Skill 4</b> - PH04 Identifying ending consonant sounds
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 25</b> - OP25 Developing phonemic awareness
<b>IN K.1.12</b> - Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 1</b> - PH01 Matching and recognizing long vowel sounds
		<b>Skill 2</b> - PH02 Matching and recognizing short vowel sounds
		<b>Skill 3</b> - PH03 Identifying beginning consonant sounds
		<b>Skill 4</b> - PH04 Identifying ending consonant sounds
	<b>Skill Area 3</b> - Graphophonemic Knowledge (GK)	<b>Skill 4</b> - GK04 Recognizing letter sounds
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 25</b> - OP25 Developing phonemic awareness
<b>IN K.1.14</b> - Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.	<b>Skill Area 3</b> - Graphophonemic Knowledge (GK)	<b>Skill 4</b> - GK04 Recognizing letter sounds
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 4</b> - OP04 Identifying letter sounds
		<b>Skill 25</b> - OP25 Developing phonemic awareness
<b>IN K.1.15</b> - Read one-syllable and high-frequency (often-heard) words by sight.	<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Recognizing high-frequency words
<b>IN K.1.18</b> - Understand the alphabetic principle, which means that as letters in words change, so do the sounds.	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 5</b> - PH05 Replacing beginning and ending consonants
		<b>Skill 6</b> - PH06 Replacing vowels
<b>IN K.2.3</b> - Generate and respond to questions (who, what, where).	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 11</b> - OP11 Listening and responding to vocabulary and questions



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Indiana, English/Language Arts, 2007, Kindergarten, Academic Standards, State Department of Education	STAR Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>IN K.7.1</b> - Understand and follow one- and two-step spoken directions.	<b>Skill Area 2</b> - Technology Software (TS)	<b>Skill 8</b> - TS08 Following instructions
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 26</b> - OP26 Following oral directions

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<b>Agency Tag Set Name</b>	<b>Product Name</b>	
Indiana, English/Language Arts, 2007, Grade 1, Academic Standards, State Department of Education	STAR Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>IN 1.1.1</b> - Match oral words to printed words.	<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 30</b> - OP30 Understanding concepts of print
<b>IN 1.1.2</b> - Identify letters, words, and sentences.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognizing letters and words in print
	<b>Skill Area 4</b> - General Readiness (GR)	<b>Skill 4</b> - GR04 Differentiating words from letters
		<b>Skill 7</b> - GR07 Identifying word boundaries
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 30</b> - OP30 Understanding concepts of print
<b>IN 1.1.4</b> - Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound). Example: Tell the sound that comes at the beginning of the word sun. Tell the sound that comes at the end of the word cloud. Tell the sound that comes in the middle of the word boat.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 4</b> - PA04 Discriminating beginning, medial, and ending sounds
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 25</b> - OP25 Developing phonemic awareness
<b>IN 1.1.5</b> - Recognize different vowel sounds in orally stated single-syllable words. Example: Say the sound that is in the middle of the word bit. Say the sound that is in the middle of the word bite. Tell whether this is the same sound or a different sound.	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 1</b> - PH01 Matching and recognizing long vowel sounds
		<b>Skill 2</b> - PH02 Matching and recognizing short vowel sounds
		<b>Skill 7</b> - PH07 Recognizing medial short vowels
		<b>Skill 8</b> - PH08 Recognizing medial long vowels
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 25</b> - OP25 Developing phonemic awareness
<b>IN 1.1.6</b> - Recognize that vowels' sounds can be represented by different letters.	<b>Skill Area 3</b> - Graphophonemic Knowledge (GK)	<b>Skill 4</b> - GK04 Recognizing letter sounds
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 4</b> - OP04 Identifying letter sounds
		<b>Skill 25</b> - OP25 Developing phonemic awareness

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Indiana, English/Language Arts, 2007, Grade 1, Academic Standards, State Department of Education	STAR Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>IN 1.1.8</b> - Add, delete, or change sounds to change words. Example: Tell what letter you would have to change to make the word cow into the word how. Tell what letter you would have to change to make the word pan into an.	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 5</b> - PH05 Replacing beginning and ending consonants
		<b>Skill 6</b> - PH06 Replacing vowels
		<b>Skill 12</b> - PH13 Substituting consonant sounds
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 25</b> - OP25 Developing phonemic awareness
<b>IN 1.1.9</b> - Blend two to four phonemes (sounds) into recognizable words. Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /f/ /a/ /t/.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 2</b> - PA02 Blending word parts
		<b>Skill 3</b> - PA03 Blending phonemes
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 25</b> - OP25 Developing phonemic awareness
<b>IN 1.1.11</b> - Read common sight words (words that are often seen and heard).	<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Recognizing high-frequency words
<b>IN 1.1.14</b> - Read common word patterns (-ite, -ate). Example: Read words, such as gate, late, and kite.	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 9</b> - PH09 Matching sounds within word families
<b>IN 1.1.16</b> - Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).	<b>Skill Area 8</b> - Structural Analysis (SA)	<b>Skill 3</b> - SA03 Identifying compound Words
<b>IN 1.1.17</b> - Read and understand root words (look) and their inflectional forms (looks, looked, looking). Example: Recognize that the s added to the end of chair makes it mean more than one chair. Recognize that adding ed to the end of jump makes it mean jumping that happened in the past.	<b>Skill Area 8</b> - Structural Analysis (SA)	<b>Skill 2</b> - SA02 Word building
<b>IN 1.7.1</b> - Listen attentively.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 27</b> - OP27 Developing listening skills
<b>IN 1.7.3</b> - Give, restate, and follow simple two-step directions.	<b>Skill Area 2</b> - Technology Software (TS)	<b>Skill 8</b> - TS08 Following instructions
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 26</b> - OP26 Following oral directions

<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
Indiana, English/Language Arts, 2007, Grade 2, Academic Standards, State Department of Education	STAR Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>IN 2.1.1.a</b> - Demonstrate an awareness of the sounds that are made by different letters by: distinguishing beginning, middle, and ending sounds in words.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 4</b> - PA04 Discriminating beginning, medial, and ending sounds
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 25</b> - OP25 Developing phonemic awareness
<b>IN 2.1.1.b</b> - Demonstrate an awareness of the sounds that are made by different letters by: rhyming words.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 1</b> - PA01 Identifying rhyming words
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 25</b> - OP25 Developing phonemic awareness
<b>IN 2.1.2</b> - Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.	<b>Skill Area 8</b> - Structural Analysis (SA)	<b>Skill 2</b> - SA02 Word building
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 7</b> - OP07 Building words
<b>IN 2.1.3</b> - Decode (sound out) regular words with more than one syllable (dinosaur, vacation).	<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 14</b> - OP14 Decoding words
<b>IN 2.1.5</b> - Identify and correctly use regular plural words (mountain/mountains) and irregular plural words (child/children, mouse/mice).	<b>Skill Area 8</b> - Structural Analysis (SA)	<b>Skill 2</b> - SA02 Word building
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 7</b> - OP07 Building words
<b>IN 2.1.11</b> - Know and use common word families (such as -ale, -est, -ine, -ock, -ump) when reading unfamiliar words.	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 9</b> - PH09 Matching sounds within word families
<b>IN 2.1.7</b> - Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).	<b>Skill Area 9</b> - Vocabulary (VO)	<b>Skill 2</b> - VO02 Recognizing synonyms
		<b>Skill 3</b> - VO03 Recognizing antonyms
<b>IN 2.1.8</b> - Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).	<b>Skill Area 8</b> - Structural Analysis (SA)	<b>Skill 3</b> - SA03 Identifying compound Words
<b>IN 2.7.4</b> - Give and follow three- and four-step oral directions.	<b>Skill Area 2</b> - Technology Software (TS)	<b>Skill 8</b> - TS08 Following instructions
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 26</b> - OP26 Following oral directions

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<b>Agency Tag Set Name</b>	<b>Product Name</b>	
Indiana, English/Language Arts, 2007, Grade 2, Academic Standards, State Department of Education	STAR Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill 29</b> - OP29 Understanding a complex set of instructions (STM)

<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
Indiana, English/Language Arts, 2007, Grade 3, Academic Standards, State Department of Education	STAR Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>IN 3.1.1</b> - Know and use more difficult word families (-ight) when reading unfamiliar words.	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 9</b> - PH09 Matching sounds within word families
<b>IN 3.1.2</b> - Read words with several syllables.	<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading
<b>IN 3.1.4</b> - Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings). Example: Understand that words, such as fair and fare, are said the same way but have different meanings. Know the difference between two meanings of the word lead when used in sentences, such as "The pencil has lead in it" and "I will lead the way."	<b>Skill Area 9</b> - Vocabulary (VO)	<b>Skill 2</b> - VO02 Recognizing synonyms
		<b>Skill 3</b> - VO03 Recognizing antonyms
<b>IN 3.1.6</b> - Use sentence and word context to find the meaning of unknown words.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 10</b> - OP10 Understanding words in context
<b>IN 3.7.15</b> - Follow three- and four-step oral directions.	<b>Skill Area 2</b> - Technology Software (TS)	<b>Skill 8</b> - TS08 Following instructions
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 26</b> - OP26 Following oral directions
		<b>Skill 29</b> - OP29 Understanding a complex set of instructions (STM)