



SuccessMaker®

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

| Louisiana Literacy Standards Code | Louisiana Student Standards Literacy 2016 Grade 7 | SuccessMaker Item Description | Item ID |
|-----------------------------------|---|--|-----------------|
| RL | Reading Standards for Literature | | |
| | Key Ideas and Details | | |
| RL.7.1 | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Students make inferences based on explicit and implicit information. | smre_ip_01334 |
| | | Students learn to make inferences based on explicit and implicit information. | smre_di_00434 |
| RL.7.2 | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | Students read the literary text, "Riding the European Rails." Students also determine the meaning of synonyms; use question-and-answer relationships (Right There, Think and Search); summarize information; identify characters' actions, motives, emotions, traits, and feelings; and determine the author's purpose. | smre_itr_01431 |
| | | Students read the literary text, "From Corey Gordon's Extremely Private Diary: Chapter 1." Students also summarize information about main characters and significant events; identify characters' actions, motives, emotions, traits, and feelings; determine author's purpose; and use question-and-answer relationships (Right There). | smre_itr_01442 |
| | | Students summarize information by identifying main characters and significant events. | smre_ip_01342 |
| | | Students read the literary text, "Invasion of the Brother Kind." Students also use question-and-answer relationships (Right There, Think and Search), summarize information, draw conclusions, and understand common spelling errors. | smre_itr_001305 |
| | | Students learn to summarize a fiction text by identifying main characters and significant events. | smre_di_00442 |
| | | Students read a passage and summarize the main characters and significant events. | smre_pp_00531 |
| | Craft and Structure | | |
| RL.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | Students learn about word relationships to understand the meaning of academic and domain-specific vocabulary terms. | smre_di_02500 |

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| RI | Reading Standards for Informational Text | | |
| | Key Ideas and Details | | |
| RI.7.1 | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Students read the informational text, "Animal Heroes: LuLu, the Potbellied Pig." Students also determine the meaning of multiple-meaning words, use question-and-answer relationships (Right There), identify the main idea and supporting details, and make inferences. | smre_itr_01425 |
| | | Students will read the informational text "Antarctica: Life in the Balance" and answer Right There questions, draw conclusions, make inferences, determine the author's purpose, and identify independent and subordinate clauses. | smre_itr_001299 |
| | | Students read the informational text, "Teens Sailing Solo." Then students make inferences, answer inferential and evaluative questions, draw valid conclusions, and answer literal questions. Students also use their knowledge of morphological families to understand academic vocabulary words. | smre_itr_02502 |
| | | Students read the informational text, "Olympics and Paralympics." Students also use compare and contrast relationships to gain meaning, analyze organizational patterns (compare and contrast), draw conclusions, make inferences, and use question-and-answer relationships (Right There). | smre_itr_01438 |
| | | Students read the informational text, "Plague and Cholera." Students also use cause-and-effect relationships to gain meaning, analyze organizational patterns of text (compare and contrast), make inferences, identify explicit and implicit main ideas, and use question-and-answer relationships (Right There). | smre_itr_01426 |
| | | Students will learn to identify explicit and implicit main ideas. | smre_di_00424 |

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| | | Students read the informational text, "Building the Panama Canal." Students also summarize and paraphrase information, identify cause-and-effect relationships, make inferences, and use question-and-answer relationships (Right There). | smre_itr_01430 |
| | | Students read the informational text, "Dolphins to the Rescue." Students also identify explicit and implicit main ideas, summarize information, make inferences, and use question-and-answer relationships (Right There). | smre_itr_01424 |
| | | Students read the informational text, "Pioneers in American Music." Then students summarize text, use information from charts, make inferences, and answer Right-There questions. Students also use their knowledge of morphological families to understand academic vocabulary words. | smre_itr_02399 |
| | | Students identify explicit and implicit main ideas. | smre_ip_01324 |
| | | Students read the informational text, "Here Be Dragons." Students also use question-and-answer relationships (Right There), make inferences, make generalizations, and distinguish between the spellings of homophones. | smre_itr_001306 |
| | | Students read the informational text, "Gandhi's Medicine: Satyagraha." Students also determine the meaning of similes, use question-and-answer relationships (Right There), identify cause-and-effect relationships, distinguish between major and minor details, make inferences, and draw conclusions. | smre_itr_01439 |
| | | Students will read the informational text "Blindness and the Brain" and answer Right There questions and Think and Search questions, make inferences, draw conclusions, and understand sentence structure. | smre_itr_001300 |

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| | Craft and Structure | | |
| RI.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | Students read the informational text, "Animal Extinction: A Human Problem." Students also distinguish denotative and connotative meanings, use question-and-answer relationships (Right There), identify the main idea and supporting details, and determine the author's purpose and position using evidence from the text. | smre_itr_01429 |
| | | Students distinguish denotative and connotative meanings using the context of short sentences. | smre_ip_01329 |
| | | Students learn to distinguish denotative and connotative meanings. | smre_di_00429 |
| RI.7.6 | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | Students read a passage and answer questions to identify the author's viewpoint and bias. | smre_pp_00512 |
| | | Students read the informational text, "Animal Extinction: A Human Problem." Students also distinguish denotative and connotative meanings, use question-and-answer relationships (Right There), identify the main idea and supporting details, and determine the author's purpose and position using evidence from the text. | smre_itr_01429 |
| | | Students read a passage and answer questions to identify the author's viewpoint and bias. | smre_pp_00530 |
| | | Students read the informational text, "Women as War Correspondents." Students also identify the author's viewpoint and bias, use question-and-answer relationships (Right There), identify cause-and-effect relationships, determine the author's position using evidence from the text, and use compare and contrast relationships to gain meaning. | smre_itr_01436 |
| | | Students will read the informational text "Trumpeter Swans: One Tough Kind of Fancy" and answer Right There questions and Think and Search questions, identify the author's viewpoint, summarize text, and identify adjectives. | smre_itr_001293 |

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| | | Students read the informational text, "Viva America! Cubans in the United States." Students also make and confirm predictions, identify author's viewpoint and bias, use question-and-answer relationships (Right There), identify cause-and-effect relationships, and make inferences. | smre_itr_01432 |
| | | Students will read the informational text "Wolves of the Sea?" and answer Right There questions, paraphrase text, compare and contrast ideas, identify the author's viewpoint and bias, and identify adverbs. | smre_itr_001294 |
| | | Students identify the author's viewpoint and bias. | smre_ip_01336 |
| | | Students learn to identify the author's viewpoint and bias. | smre_di_00436 |
| L | Language Standards | | |
| | Conventions of Standard English | | |
| L.7.1 | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. | | |
| L.7.1a | Explain the function of phrases and clauses in general and their function in specific sentences. | Students will identify the type of clause used in each sentence. | smre_ip_001399 |
| L.7.1c | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | Students will identify the type of clause used in each sentence. | smre_ip_001399 |
| L.7.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | |
| L.7.2b | Spell correctly. | Students will identify correctly spelled sets of words and sentences. | smre_ip_001403 |
| | | Students will correctly spell words with the schwa sound and silent letters. | smre_pp_00583 |
| | Vocabulary Acquisition and Use | | |
| L.7.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. | | |
| L.7.4a | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | Students use context and knowledge of word relationships to determine the meaning of words. | smre_ip_02503 |

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| | | Students read the blog post, "OPERAcraft: Opera Meets Video Games." Then students determine author's purpose, identify main ideas and supporting details, identify the sequence of events, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words. | smre_itr_01433 |
| | | Students read the informational text, "The Trip of a Lifetime." Students will then understand and determine the author's purpose, draw valid conclusions, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words. | smre_itr_02501 |
| | | Students use context and knowledge of word relationships to determine the meaning of words. | smre_ip_02500 |
| L.7.4b | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). | Students read the literary text, "Freedom Blues." Students also use affixes to determine the meaning of words; use question-and-answer relationships (Right There); identify characters' actions, motives, emotions, traits, and feelings; and make and confirm predictions. | smre_itr_01437 |
| | | Students use their knowledge of affixes and base words to complete sentences. | smre_ip_01337 |
| | | Students use prefixes and suffixes to better understand the meaning of words. | smre_pp_00616 |
| | | Students learn to determine word meanings by using affixes. | smre_di_00437 |
| L.7.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | |
| L.7.5b | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. | Students use context and knowledge of word relationships to determine the meaning of words. | smre_ip_02503 |

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| | | Students read the informational text, "Doctors Without Borders." Then students identify the main idea, supporting details, correct sequence of events, and answer literal questions. Students also use their knowledge of word relationships (synonyms, antonyms, and examples) to better understand the meaning of words. | smre_itr_02503 |
| | | Students learn about word relationships to understand the meaning of academic and domain-specific vocabulary terms. | smre_di_02500 |
| | | Students learn about word relationships to understand the meaning of academic and domain-specific vocabulary terms. | smre_di_02503 |
| | | Students read the fictional interview, "From Discs to Digits: Music in the Digital Age." Students then identify supporting details, draw valid conclusions and make generalizations supported by text, Identify cause-and-effect relationships, and answer literal question. Students also use their knowledge of word relationships (synonyms, antonyms, and examples) to better understand the meaning of words. | smre_itr_02500 |
| | | Students use context and knowledge of word relationships to determine the meaning of words. | smre_ip_02500 |
| L.7.5c | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). | Students practice using connotations and denotations of words. | smre_pp_00614 |
| L.7.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Students use a graphic organizer to list their thoughts and ideas about the best technology for listening to music. Students then use at least three academic vocabulary words from the lesson to write an article for a tech magazine. | smre_pp_02500 |
| | | Students use a web to organize their ideas about volunteering. Students then use at least three academic vocabulary words from the lesson to create a flyer to encourage others to volunteer. | smre_pp_02503 |

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| | | Students complete sentences using academic and domain-specific vocabulary words. | smre_ip_01333 |
| | | Students learn about morphological families to determine the meaning of academic and domain-specific vocabulary terms. | smre_di_02399 |
| | | Students use a graphic organizer to list their thoughts and ideas about combining opera with video games. Students then use at least three academic vocabulary words from the lesson to write a blog post telling what they would like to see in a video game. | smre_pp_00511 |
| | | Students use a graphic organizer to list their thoughts and ideas about space travel. Students then use at least three academic vocabulary words to write an e-mail to a friend describing an experience traveling to outer space. | smre_pp_02501 |