



# SuccessMaker®

## Alignments to SuccessMaker

Providing rigorous intervention  
for K-8 learners with unparalleled precision

| North Carolina Literacy Standard Code | North Carolina Literacy Standard Course of Study Grade 1  | SuccessMaker Item Description   | Item ID       |
|---------------------------------------|---|---|---------------|
| R                                     | Reading   |   |               |
| RL                                    | Literature  |   |               |
| RL.1                                  | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |   |               |
| RL.1.1                                | Ask and answer questions about key details in a text.   | Students listen to or read the literary text, "Where, Oh Where, Is My Elephant?" and then answer literal questions about the beginning, middle, and end of the passage. Students also identify positional words.          | smre_ip_01197 |
|                                       |   | Students listen to or read the literary text, "My Spaceship." Students also answer literal questions, draw conclusions, and classify words into sets and groups.  | smre_ip_01208 |
|                                       |   | Students listen to or read the literary text, "The Greatest Sandwich in the World." Students also sequence events, answer literal questions, and draw conclusions.  | smre_ip_01193 |
|                                       |   | Students read a story and answer questions about characters, setting, and plot.   | smre_pp_00404 |
|                                       |   | Students read the literary text "Lany at the Lake" and answer questions about the story.  | smre_pp_00412 |
|                                       |   | Students read the literary text and answer literal questions.   | smre_pp_00413 |
|                                       |   | Students listen to or read the literary text, "Piano Practice." Students answer literal questions, draw conclusions, and identify the meaning of words with the endings -er and -est.                                     | smre_ip_01194 |
|                                       |   | Students read a story and answer literal questions about characters and setting.  | smre_pp_00409 |
|                                       |   | Students listen to or read the literary text, "My Way to a Great Smile." Students also answer literal and "how" questions, recognize organizational patterns (cause-and-effect), and classify words into sets and groups. | smre_ip_01205 |
|                                       |   | Students listen to or read the decodable text, "Mom Had a Plan." Students answer literal questions and how questions. They also identify words with initial consonant blends.   | smre_ip_01081 |

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| RL.2                                  | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.  |   |               |
| RL.1.2                                | Retell stories, including key details, and demonstrate understanding of their central message or lesson.  | Students learn to retell a story to include important events.   | smre_di_00293 |
|                                       |   | Students listen to the literary text, "Pacho and the Inchworm" and learn how retell a story using who, what, when, and where.   | smre_di_00302 |
| RL.3                                  | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |   |               |
| RL.1.3                                | Describe characters, settings, and major events in a story, using key details.  | Students listen to the literary text with four events and learn how to identify what happened in the story.   | smre_di_00310 |
|                                       |   | Students decode words with long vowels to read a story and answer questions about character, setting, and plot.   | smre_pp_00408 |
| RL.7                                  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |   |               |
| RL.1.7                                | Use illustrations and details in a story to describe its characters, setting, or events.  | Students listen to the literary text with four events and learn how to identify what happened in the story.   | smre_di_00310 |
|                                       |   | Students decode words with long vowels to read a story and answer questions about character, setting, and plot.   | smre_pp_00408 |
|                                       |   | Students circle words with short vowel sounds, match pictures to sentences, and cut and paste story events in the correct order.                                      | smre_pp_00383 |
| RI                                    | Informational Text  |   |               |
| RI.1                                  | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |   |               |
| RI.1.1                                | Ask and answer questions about key details in a text.   | Students listen to or read the informational text, "Biking Across America." Students also answer literal questions and identify the main idea and supporting details. | smre_ip_01256 |
|                                       |   | Students listen to or read the informational text, "Diary of a Butterfly" and answer literal questions, including who, what, when, where, and how questions.          | smre_ip_01140 |
|                                       |   | Students read the literary text, "Tommy's Chores," answer questions, and draw conclusions.  | smre_pp_00448 |
|                                       |   | Students learn that answering literal questions after reading helps the reader better remember what was read.   | smre_di_00306 |

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|                                       |  | Students listen to or read the informational text, "Zookeeper, What's for Breakfast?" Students classify words into sets and groups and answer literal questions.  | smre_ip_00030 |
|                                       |  | Students listen to or read the informational text, "Bell and Edison: Two Great Inventors," answer literal questions, identify the main idea, and classify words into sets and groups.   | smre_ip_01201 |
|                                       |  | Students listen to or read the informational text, "Farming on a Bog." Students also identify cause and effect relationships, answer literal questions, draw conclusions, and identify reasons an author gives to support points. | smre_ip_01262 |
|                                       |  | Students listen to or read the informational text, "Weather and Food," draw valid conclusions, answer literal questions, and identify cause-and-effect relationships.   | smre_ip_01263 |
|                                       |  | Students listen to or read the informational text, "Grow a Tomato," answer literal questions, and draw conclusions.   | smre_ip_01136 |
|                                       |  | Students listen to or read the informational text, "Where Does Bread Come From?" Students then identify the main idea, cause and effect, and answer literal questions.  | smre_ip_01260 |
|                                       |  | Students listen to or read a informational text, "Quiet Eric, Wacky Jack," compare and contrast ideas in the text, and answer literal questions.  | smre_ip_01265 |
|                                       |  | Students listen to or read a informational text, "Reading Maps and Globes," answer literal questions and how questions, and identify regular plurals.   | smre_ip_01082 |
|                                       |  | Students listen to or read the informational text, "Surviving the Weather" and answer literal questions that begin with who, where, when, and what.   | smre_ip_01144 |
|                                       |  | Students listen to or read the informational text, "Packing for the Arctic." Students classify, categorize, and answer questions about fact and opinion.  | smre_ip_00075 |

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| RI.2                                  | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.                                 |   |               |
| RI.1.2                                | Identify the main topic and retell key details of a text.  | Students listen to "Jumping Rope" and learn to retell the story by stating the main idea and supporting details.  | smre_di_00332 |
| RI.8                                  | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |   |               |
| RI.1.8                                | With guidance and support, identify the reasons an author gives to support ideas in a text.  | Students listen to or read the informational text, "Farming on a Bog." Students also identify cause and effect relationships, answer literal questions, draw conclusions, and identify reasons an author gives to support points. | smre_ip_01262 |
| RF                                    | Foundational Skills  |   |               |
|                                       | Phonological Awareness   |   |               |
| RF.1.3                                | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |   |               |
| RF.1.3.a                              | Distinguish long from short vowel sounds in spoken single-syllable words.  | Students practice reading words with the long vowel pattern ee.   | smre_pp_00407 |
|                                       |  | Students learn about the long e vowel patterns ea and ee.   | smre_di_00305 |
|                                       |  | Students listen to or read the decodable text, "Just Right!" Students read and identify words with the long i patterns (ie and igh).  | smre_ip_01141 |
|                                       |  | Students decode words with the long vowel patterns ai and ay. Then they match the words to the pictures.  | smre_pp_00400 |
|                                       |  | Students identify words with long vowel patterns ue and ew by matching picture to word and then picture to sentence. Then students read the sentences as connected text.  | smre_ip_01121 |
|                                       |  | Students learn to read words with the long i sound spelled i, and to read words with the long o sound spelled o.  | smre_di_02366 |
|                                       |  | Students read "A New Flute for Sue" and circle the words that have the long u sound.  | smre_pp_00410 |
|                                       |  | Students identify short and long vowel sounds.  | smre_ip_01222 |
|                                       |  | Students label a picture with the correct word. Correct answers focus on words with long vowel patterns ue, ui, and ew.   | smre_ip_01120 |
|                                       |  | Students identify pictures that have the long o sound.  | smre_ip_00864 |
|                                       |  | Students listen to or read the decodable text, "Just Go Slow." Students answer literal questions and questions that ask how. They also read words with the long vowel patterns oa and ow.   | smre_ip_01139 |

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|                                       |  | Students learn about the long vowel patterns ue, ui, and ew.   | smre_di_00307 |
|                                       |  | Students distinguish between short and long vowel sounds by identifying pictures and building words to match the pictures.   | smre_ip_01036 |
|                                       |  | Students practice reading VCe words (long u and long e).   | smre_ip_00818 |
|                                       |  | Students decode words with long o vowel patterns (oa, ow) and circle the word that completes the sentence.   | smre_pp_00402 |
|                                       |  | Students identify pictures with the long i sound.  | smre_ip_00927 |
|                                       |  | Students practice reading words with the long i and long o vowel sounds.   | smre_pp_02366 |
|                                       |  | Students sort words that end in y (long e and long i sounds).  | smre_ip_01037 |
|                                       |  | Students read words with short vowel patterns.   | smre_ip_01052 |
|                                       |  | Students identify words with the long vowel patterns oa and ow by matching picture to word and then picture to sentence. Then students read the sentences as connected text.                 | smre_ip_01109 |
|                                       |  | Students identify words with the long vowel patterns ea and ee by matching picture to word and then picture to sentence. Then students read the sentences as connected text.                 | smre_ip_01117 |
|                                       |  | Students decode words with long vowels to read a story and answer questions about character, setting, and plot.  | smre_pp_00408 |
|                                       |  | Students learn about the long vowel patterns ai and ay.  | smre_di_00299 |
|                                       |  | Students listen to or read the decodable text, "June and Pete." Students read and identify VCe words (long u and long e).  | smre_ip_00844 |
|                                       |  | Students identify short and long vowel sounds.   | smre_ip_01230 |
|                                       |  | Students listen to or read the decodable text, "Dear Miss Glenn." Students answer literal questions and draw conclusions. They also identify words with the long e vowel patterns ee and ea. | smre_ip_01143 |
|                                       |  | Students identify VCe words (long i) by matching picture to word and then picture to sentence. Then students read the sentences as connected text.   | smre_ip_00928 |
|                                       |  | Students learn about the long vowel patterns oa and ow.  | smre_di_00301 |

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|                                       |  | Students identify words with the long vowel patterns ai and ay by matching picture to word and then picture to sentence. Then students read the sentences as connected text.                      | smre_ip_01105  |
|                                       |  | Students identify pictures that have the long e and the long u sounds.  | smre_ip_00817  |
|                                       |  | Students sort short and long vowel sounds.  | smre_ip_00976  |
|                                       |  | Students listen to or read the decodable text, "On the Trail." Students answer literal questions, and read words with long a vowel patterns (ai and ay).  | smre_ip_01137  |
|                                       |  | Students decode words with long vowels that also end in -ing. Students sequence events using the words first, next, and last.   | smre_pp_00403  |
|                                       |  | Students will practice reading VCe words (long u and long e) by circling words that match pictures.   | smre_pp_00296  |
|                                       |  | Students label pictures with the correct words. Correct answers focus on words with the long vowel patterns oa and ow.  | smre_ip_01108  |
|                                       |  | Students circle words with short vowel sounds, match pictures to sentences, and cut and paste story events in the correct order.  | smre_pp_00383  |
|                                       |  | Students learn to read VCe words (long u and long e).   | smre_di_00216  |
|                                       |  | Students listen to or read the decodable text, "The New Blue Coat." Students answer literal questions and draw conclusions. They also identify words with the long vowel patterns ue, ui, and ew. | smre_ip_01145  |
|                                       |  | Students listen to or read the decodable text, "Old Jo." Students also read and identify words with long i and long o.  | smre_itr_02366 |
|                                       |  | Students identify words with long vowel patterns by matching picture to word and then picture to sentence. Then students read the sentences as connected text.                                    | smre_ip_01119  |
|                                       |  | Students circle words with short vowel sounds and write words with the same word family endings in groups.  | smre_pp_00378  |
|                                       |  | Students read words with long vowel patterns.   | smre_ip_01111  |
|                                       |  | Students distinguish between short and long vowel sounds.   | smre_ip_01274  |

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|                                       |   | Students identify pictures with the long i and long o vowel sounds.  | smre_ip_02366 |
|                                       |   | Students label a picture with the correct word. Correct answers focus on words with the long vowel patterns ai and ay.   | smre_ip_01104 |
| RF.1.3.b                              | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | Students identify words with initial and final consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text.  | smre_ip_01041 |
|                                       |   | Students read words that begin with three-letter consonant blends.   | smre_ip_01058 |
|                                       |   | Students read words with initial consonant blends.   | smre_ip_01048 |
|                                       |   | Students read words that begin with three-letter consonant blends. Students identify words with consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text. | smre_ip_01059 |
|                                       |   | Students read the literary text and underline the words with final consonant blends. Students also match pictures with the words that name them.   | smre_pp_00391 |
|                                       |   | Students identify words with initial consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text.  | smre_ip_01049 |
|                                       |   | Students learn to read words with initial consonant blends.  | smre_di_00284 |
|                                       |   | Students listen to or read the decodable text, "Scram!" Students identify words with three-letter initial consonant blends.  | smre_ip_01086 |
|                                       |   | Students identify words with initial and final consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text.  | smre_ip_01053 |
|                                       |   | Students practice reading words with three-letter initial consonant blends by circling words that match pictures.  | smre_pp_00387 |
|                                       |   | Students learn to read words with final consonant blends.  | smre_di_00292 |
|                                       |   | Students read words with final consonant blends.   | smre_ip_01064 |
|                                       |   | Students listen to or read the decodable text, "Mom Had a Plan." Students answer literal questions and how questions. They also identify words with initial consonant blends.  | smre_ip_01081 |



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|                                       |  | Students learn to read words that begin with three-letter consonant blends.   | smre_di_00289 |
|                                       |  | Students identify words with initial consonant blends by circling pictures that match the sentences.  | smre_pp_00381 |
|                                       | Phonics and Word Recognition   |   |               |
| RF.1.4                                | Know and apply grade-level phonics and word analysis skills in decoding words. |   |               |
| RF.1.4.a                              | Know the spelling-sound correspondences for common consonant digraphs.         | Students identify words with the initial and final consonant digraphs ph, wh, ch, and tch.  | smre_ip_01094 |
|                                       |  | Students read words with consonant digraphs, silent e, and r-controlled vowels.   | smre_pp_00398 |
|                                       |  | Students learn to read words with the final consonant patterns -ng and -nk.   | smre_di_00290 |
|                                       |  | Students learn about the initial and final consonant digraphs ph, wh, ch, and tch.  | smre_di_00294 |
|                                       |  | Students listen to or read the decodable text, "Zing in a Tank." Students also read and identify words with the final consonant patterns -ng and -nk.                               | smre_ip_01087 |
|                                       |  | Students listen to or read the decodable text, "Fishing with Tad." Students also identify words with the final consonant digraphs sh and th.  | smre_ip_01078 |
|                                       |  | Students practice with the initial and final consonant digraphs ph, wh, and ng by drawing a circle around the correct sound.  | smre_pp_00394 |
|                                       |  | Students will practice reading and writing words with the final consonant patterns -ng and -nk.   | smre_pp_00389 |
|                                       |  | Students identify words with the final consonant patterns -ng and -nk by matching picture to word and then picture to sentence. Then students read the sentences as connected text. | smre_ip_01061 |
|                                       |  | Students learn to read words with the final consonant digraphs sh and th.   | smre_di_00281 |
|                                       |  | Students listen to or read the decodable text, "Catch the Bus." Students read and identify words with the initial and final consonant digraphs ph, wh, ch, and tch.                 | smre_ip_01132 |
|                                       |  | Students identify words with initial and final consonant digraphs sh and th.  | smre_ip_01043 |
|                                       |  | Students read words with the final consonant patterns -ng and -nk.  | smre_ip_01060 |

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|                                       |   | Students practice reading and writing words with the consonant digraphs sh and th.   | smre_pp_00377 |
|                                       |   | Students sort words with the final consonant digraphs sh and th.   | smre_ip_01042 |
|                                       |   | Students identify words with initial and final consonant digraphs: ph, wh, ch, and tch.  | smre_ip_01095 |
| RF.1.4.b                              | Decode regularly spelled one-syllable words.  |  |               |
| RF.1.4.c                              | Know final -e and common vowel team conventions for representing long vowel sounds. | Students practice reading words with the long vowel pattern ee.  | smre_pp_00407 |
|                                       |   | Students learn about the long e vowel patterns ea and ee.  | smre_di_00305 |
|                                       |   | Students identify pictures with the irregular vowel sounds ow and ou.  | smre_ip_02363 |
|                                       |   | Students will practice reading and writing VCe words (long o sound).   | smre_pp_00315 |
|                                       |   | Students listen to or read the decodable text, "Just Right!" Students read and identify words with the long i patterns (ie and igh).                                     | smre_ip_01141 |
|                                       |   | Students decode words with the long vowel patterns ai and ay. Then they match the words to the pictures.   | smre_pp_00400 |
|                                       |   | Students learn to read VCe words (long a).   | smre_di_00259 |
|                                       |   | Students identify words with long vowel patterns ue and ew by matching picture to word and then picture to sentence. Then students read the sentences as connected text. | smre_ip_01121 |
|                                       |   | Students learn to read words with the long i sound spelled i, and to read words with the long o sound spelled o.   | smre_di_02366 |
|                                       |   | Students read "A New Flute for Sue" and circle the words that have the long u sound.   | smre_pp_00410 |
|                                       |   | Students identify short and long vowel sounds.   | smre_ip_01222 |
|                                       |   | Students label a picture with the correct word. Correct answers focus on words with long vowel patterns ue, ui, and ew.  | smre_ip_01120 |
|                                       |   | Students read words with consonant digraphs, silent e, and r-controlled vowels.  | smre_pp_00398 |
|                                       |   | Students identify pictures that have the long o sound.   | smre_ip_00864 |

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|                                       |  | Students listen to or read the decodable text, "Just Go Slow." Students answer literal questions and questions that ask how. They also read words with the long vowel patterns oa and ow. | smre_ip_01139 |
|                                       |  | Students listen to or read the decodable text, "Kate Wins the Game." Students read and identify VCe words (long a).   | smre_ip_01013 |
|                                       |  | Students learn about the long vowel patterns ue, ui, and ew.  | smre_di_00307 |
|                                       |  | Students listen to or read the decodable text, "Amy's Tooth." Students answer literal questions and identify words with irregular vowel diphthongs (oo, as in tooth).                     | smre_ip_01199 |
|                                       |  | Students will practice reading VCe words (long a sound) by circling words to match pictures. Students will also use VCe words to complete sentences.                                      | smre_pp_00351 |
|                                       |  | Students distinguish between short and long vowel sounds by identifying pictures and building words to match the pictures.  | smre_ip_01036 |
|                                       |  | Students practice reading VCe words (long u and long e).  | smre_ip_00818 |
|                                       |  | Students decode words with long o vowel patterns (oa, ow) and circle the word that completes the sentence.  | smre_pp_00402 |
|                                       |  | Students identify words with the irregular vowel sound oo, as in boom, by matching picture to word and then picture to sentence. Then students read the sentences as connected text.      | smre_ip_01164 |
|                                       |  | Students identify pictures with the long i sound.   | smre_ip_00927 |
|                                       |  | Students listen to or read the decodable text, "A Note for Rose." Students read and identify VCe words (long o).  | smre_ip_00892 |
|                                       |  | Students read words with irregular vowels sounds and write ow or ou to complete the words. (ow/ou as in cow/house)  | smre_pp_00422 |
|                                       |  | Students listen to or read the decodable text, "The Bike." Students read and identify VCe words (long i).   | smre_ip_00967 |
|                                       |  | Students learn to read words with the irregular vowel sound oo, as in book.   | smre_di_00236 |
|                                       |  | Students learn to read VCe words (long o).  | smre_di_00231 |
|                                       |  | Students learn about the long vowel sounds of the letter y.   | smre_di_00278 |

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|                                       |  | Students practice reading words with the long i and long o vowel sounds.   | smre_pp_02366 |
|                                       |  | Students sort words that end in y (long e and long i sounds).  | smre_ip_01037 |
|                                       |  | Students learn to read words with the irregular vowel diphthong oo, as in boom.  | smre_di_00316 |
|                                       |  | Students identify words with the long vowel patterns oa and ow by matching picture to word and then picture to sentence. Then students read the sentences as connected text. | smre_ip_01109 |
|                                       |  | Students identify words with the long vowel patterns ea and ee by matching picture to word and then picture to sentence. Then students read the sentences as connected text. | smre_ip_01117 |
|                                       |  | Students label a picture with the correct word. Correct answers focus on words with irregular vowels ou and ow that make the sound found in house and clown.                 | smre_ip_01165 |
|                                       |  | Students identify words with vowel diphthongs (ou, ow) by matching picture to word and then picture to sentence. Then students read the sentences as connected text.         | smre_ip_01166 |
|                                       |  | Students complete sentences using words with the irregular vowel sound oo, as in book.   | smre_ip_00875 |
|                                       |  | Students will practice reading and writing VCe words (long i sound).   | smre_pp_00344 |
|                                       |  | Students complete sentences using VCe words (long a).  | smre_ip_00975 |
|                                       |  | Students decode words with long vowels to read a story and answer questions about character, setting, and plot.  | smre_pp_00408 |
|                                       |  | Students learn about the long vowel patterns ai and ay.  | smre_di_00299 |
|                                       |  | Students listen to or read the decodable text, "On the Ground." Students answer questions that ask why and identify words with vowel diphthongs (ou, ow).                    | smre_ip_01200 |
|                                       |  | Students listen to or read the decodable text, "June and Pete." Students read and identify VCe words (long u and long e).  | smre_ip_00844 |
|                                       |  | Students identify short and long vowel sounds.   | smre_ip_01230 |
|                                       |  | Students listen to or read the decodable text, "Dear Miss Glenn." Students answer literal questions and  | smre_ip_01143 |

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|                                       |  | draw conclusions. They also identify words with the long e vowel patterns ee and ea.   |                |
|                                       |  | Students identify VCe words (long i) by matching picture to word and then picture to sentence. Then students read the sentences as connected text.                           | smre_ip_00928  |
|                                       |  | Students learn about the long vowel patterns oa and ow.  | smre_di_00301  |
|                                       |  | Students identify words with the long vowel patterns ai and ay by matching picture to word and then picture to sentence. Then students read the sentences as connected text. | smre_ip_01105  |
|                                       |  | Students learn about the vowel sounds of ou and ow.  | smre_di_02363  |
|                                       |  | Students learn to read VCe words (long i).   | smre_di_00254  |
|                                       |  | Students learn to read words with the vowel diphthongs ou and ow, as heard in the words house and clown.   | smre_di_00317  |
|                                       |  | Students identify pictures that have the long e and the long u sounds.   | smre_ip_00817  |
|                                       |  | Students listen to or read the decodable text, "On the Trail." Students answer literal questions, and read words with long a vowel patterns (ai and ay).                     | smre_ip_01137  |
|                                       |  | Students decode words with long vowels that also end in -ing. Students sequence events using the words first, next, and last.  | smre_pp_00403  |
|                                       |  | Students listen to or read the decodable text, "Puppy Roundup," and identify words with ou and ow.   | smre_itr_02363 |
|                                       |  | Students will practice reading VCe words (long u and long e) by circling words that match pictures.  | smre_pp_00296  |
|                                       |  | Students label pictures with the correct words. Correct answers focus on words with the long vowel patterns oa and ow.   | smre_ip_01108  |
|                                       |  | Students practice reading words with irregular vowel diphthongs (oo, as in book).  | smre_pp_00321  |
|                                       |  | Students practice reading read VCe words (long o).   | smre_ip_00865  |
|                                       |  | Students listen to or read the decodable text, "The Rooks' Farm," and identify words with irregular vowel diphthongs (oo, as in book).                                       | smre_ip_00897  |
|                                       |  | Students learn to read VCe words (long u and long e).  | smre_di_00216  |

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|                                       |  | Students listen to or read the decodable text, "The New Blue Coat." Students answer literal questions and draw conclusions. They also identify words with the long vowel patterns ue, ui, and ew. | smre_ip_01145  |
|                                       |  | Students look at pictures and their names. Students then circle words with the same vowel sound as heard in the word school.  | smre_pp_00421  |
|                                       |  | Students listen to or read the decodable text, "Old Jo." Students also read and identify words with long i and long o.  | smre_itr_02366 |
|                                       |  | Students identify words with long vowel patterns by matching picture to word and then picture to sentence. Then students read the sentences as connected text.                                    | smre_ip_01119  |
|                                       |  | Students read words with the irregular vowel diphthong oo.  | smre_ip_01237  |
|                                       |  | Students practice reading and writing words with the irregular vowel sounds ow and ou.  | smre_pp_02363  |
|                                       |  | Students read words with long vowel patterns.   | smre_ip_01111  |
|                                       |  | Students identify pictures with the long i and long o vowel sounds.   | smre_ip_02366  |
|                                       |  | Students label a picture with the correct word. Correct answers focus on words with the long vowel patterns ai and ay.  | smre_ip_01104  |
|                                       |  | Students listen to or read the decodable text, "We Go Fishing." Students read and identify words that end in y.   | smre_ip_01075  |
| RF.1.4.f                              | Read words with inflectional endings.                    | Students learn to read and understand words with inflectional endings, including those that drop the e before adding the ending.  | smre_di_00342  |
|                                       |  | Students learn to read and understand words with inflectional endings. They also learn when to change y to i before adding an ending.   | smre_di_00300  |
|                                       |  | Students practice reading and writing words with inflectional endings that change y to i before the ending is added.  | smre_pp_00401  |
|                                       |  | Students build words with inflectional endings and use the words to complete sentences. Word choices include those without spelling changes, and those that drop the e before adding the ending.  | smre_ip_01242  |

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|                                       |   | Students listen to or read the decodable text, "Luke Meets Pete." Students read words with inflectional endings, including words that change the y to i.   | smre_ip_01138 |
|                                       |   | Students listen to or read the decodable text, "The Last Day of School." Students answer literal questions and draw conclusions. They also identify words with inflectional endings, including those that drop the e before adding the ending. | smre_ip_01266 |
|                                       |   | Students decode words with long vowels that also end in -ing. Students sequence events using the words first, next, and last.  | smre_pp_00403 |
|                                       |   | Students learn about the meaning of words that end with -er and -est.  | smre_di_00311 |
|                                       |   | Students practice reading words with inflectional endings. The word choices include those without spelling changes, and those that drop the e before adding the ending.  | smre_ip_01243 |
|                                       |   | Students practice reading words with inflectional endings, including words that change the y to i before the ending.   | smre_ip_01107 |
|                                       |   | Students will practice reading and writing words with inflectional endings. Word choices include words that drop the letter e before adding the ending.  | smre_pp_00453 |
|                                       |   | Students complete sentences using words with inflectional endings, including words that change y to i before the ending.   | smre_ip_01106 |
|                                       | Fluency   |  |               |
| RF.1.5                                | Read with sufficient accuracy and fluency to support comprehension.                               |  |               |
| RF.1.5.b                              | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | Students are prompted to read one of two decodable texts: "Zing in a Tank" or "Baseball Time." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.                                  | smre_ip_01033 |
|                                       |   | Students learn how to use phrasing to read with expression. Students also practice reading with the narrator.  | smre_di_00327 |
|                                       |   | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01190 |
|                                       |   | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01072 |
|                                       |   | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01130 |

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|                                       |  | Students read grade-level text with 95-100 percent accuracy.  | smre_ip_01071 |
|                                       |  | Students are prompted to fluently read one of two decodable texts: "At the Shore" or "Day at the Farm." Readings are recorded and students are prompted to save the best recording for teacher assessment.  | smre_ip_01032 |
|                                       |  | Students are prompted to listen to or read the informational text, "A Pocketful of Presidents," and the literary text, "My Friend Leo." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_01212 |
|                                       |  | Students read grade-level text with 95-100 percent accuracy.  | smre_ip_01129 |
|                                       |  | Students read one of two decodable texts: "Where Is My Badge?" and "On the Trail." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.   | smre_ip_01091 |
|                                       |  | Students read grade-level text with 95-100 percent accuracy.  | smre_ip_01128 |
|                                       |  | Students read grade-level text with 95-100 percent accuracy.  | smre_ip_01073 |
|                                       |  | Students are prompted to read one of two decodable texts: "Mom Had a Plan" or "A Big Pest!" Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.  | smre_ip_01031 |
|                                       |  | Students read grade-level text with 95-100 percent accuracy.  | smre_ip_01248 |
|                                       |  | Students are prompted to fluently read one of two decodable texts: "Dear Miss Glenn" or "We Go Fishing." Readings are recorded and students are prompted to save their best recording for teacher assessment.   | smre_ip_01090 |
|                                       |  | Students are prompted to read one of two decodable texts: "Kate Wins the Game" or "Where Is Dave?" Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.   | smre_ip_01210 |
|                                       |  | Students read grade-level text with 95-100 percent accuracy.  | smre_ip_01249 |
|                                       |  | Students read grade-level text with 95-100 percent accuracy.  | smre_ip_01192 |



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|                                       |  | Students read the literary text "Lany at the Lake" and answer questions about the story.   | smre_pp_00412 |
|                                       |  | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01250 |
|                                       |  | Students are prompted to listen to or read one of two decodable texts: "The Case of the Missing Pie" or "The New Blue Coat." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.         | smre_ip_01030 |
|                                       |  | Students read the literary text and answer literal questions.  | smre_pp_00413 |
|                                       |  | Students read with expression.   | smre_di_00309 |
|                                       |  | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01070 |
|                                       |  | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01189 |
|                                       |  | Students are prompted to listen to or read one of two decodable texts: "Feeling Grumpy" or "Amy's Tooth." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.                            | smre_ip_01150 |
|                                       |  | Students are prompted to read one of two decodable texts: "The Noise" and "Hawks, Claws, and a Straw." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.                                      | smre_ip_01149 |
|                                       |  | Students are prompted to listen one of two informational texts: "Zookeeper, What's for Breakfast?" and "Packing for the Arctic." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.     | smre_ip_01213 |
|                                       |  | Students are prompted to listen to or read one of two decodable texts: "On the Ground" or "The Wrong Way." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.                           | smre_ip_01148 |
|                                       |  | Students are prompted to listen to or read one of two informational texts: "Where Does Bread Come From?" or "If You Were an Orange." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_01147 |

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|                                       |   | Students are prompted to fluently read one of two decodable texts: "Catch the Bus" or "A Note for Rose." Readings are recorded and students are prompted to save their best recording for teacher assessment.  | smre_ip_01211 |
|                                       |   | Students are prompted to fluently read one of two decodable texts: "Just Go Slow" or "Duck Yells, 'Duck!'" Readings are recorded and students are prompted to save the best recording for teacher assessment.  | smre_ip_01093 |
|                                       |   | Students are prompted to listen to or read one of two literary texts: "The Greatest Sandwich in the World" or "My Way to a Great Smile." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_01092 |
|                                       |   | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01131 |
|                                       |   | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01191 |
|                                       |   | Students read with phrasing.   | smre_ip_01251 |
| L                                     | Language  |  |               |
| L.1                                   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. |  |               |
| L.1.1                                 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.                    |  |               |
|                                       | Subject/Verb Agreement  |  |               |
| L.1.1.a                               | Use singular and plural nouns with matching verbs in basic sentences  | Students read regular plurals and then color the picture that matches the word.  | smre_pp_00382 |
|                                       |   | Students learn about regular plurals.  | smre_di_00285 |
|                                       |   | Students identify regular plurals.   | smre_ip_01051 |
|                                       |   | Students listen to or read a informational text, "Reading Maps and Globes," answer literal questions and how questions, and identify regular plurals.  | smre_ip_01082 |
|                                       |   | Students label a picture with the correct word. Correct answers focus on regular plural words.   | smre_ip_01050 |
|                                       | Nouns   |  |               |
| L.1.1.b                               | Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)  | Students read regular plurals and then color the picture that matches the word.  | smre_pp_00382 |
|                                       |   | Students learn about regular plurals.  | smre_di_00285 |
|                                       |   | Students identify regular plurals.   | smre_ip_01051 |

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|                                       |  | Students listen to or read a informational text, "Reading Maps and Globes," answer literal questions and how questions, and identify regular plurals.  | smre_ip_01082 |
|                                       |  | Students label a picture with the correct word. Correct answers focus on regular plural words.   | smre_ip_01050 |
|                                       | Conjunctions   |  |               |
| L.1.1.g                               | Use frequently occurring conjunctions                    | Students learn that adjectives are describing words. Students also learn to classify words into sets and groups.   | smre_di_00325 |
|                                       |  | Students sort adjectives into sets and groups.   | smre_ip_01181 |
|                                       |  | Students listen to or read the literary text, "My Spaceship." Students also answer literal questions, draw conclusions, and classify words into sets and groups.   | smre_ip_01208 |
|                                       |  | Students read and sort nouns, verbs, and adjectives, then cut and paste words into the correct boxes.  | smre_pp_00432 |
|                                       |  | Students classify adjectives into sets and groups.   | smre_ip_01182 |
|                                       | Prepositions   |  |               |
| L.1.1.j                               | Use frequently occurring prepositions                    | Students listen to or read the literary text, "Where, Oh Where, Is My Elephant?" and then answer literal questions about the beginning, middle, and end of the passage. Students also identify positional words. | smre_ip_01197 |
|                                       |  | Students identify the positional words near, through, against, behind, beneath, beside, between, below, around, and across.  | smre_ip_01159 |
|                                       |  | Students learn about the positional words near, through, against, behind, beneath, beside, between, below, around, and across.   | smre_di_00314 |
|                                       |  | Students identify the positional words near, through, against, behind, beneath, beside, between, below, around, and across.  | smre_ip_01160 |
|                                       |  | Students read sentences and circle the positional words that best complete the sentences. Positional words include behind, below, near, across, beneath, between, below, and beside.                             | smre_pp_00418 |

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| L.2                                   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.  |  |               |
| L.1.2                                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.   |  |               |
|                                       | Spelling   |  |               |
| L.1.2.i                               | Spell simple words phonetically, drawing on knowledge of sound-letter relationships  | Students listen to or read the decodable text, "A Plan for Trash." Students identify words with the vowel variants a and al.   | smre_ip_00893 |
|                                       | References   |  |               |
| L.5                                   | Demonstrate understanding of figurative language and nuances in word meanings.   |  |               |
| L.1.5                                 | With guidance and support from adults, demonstrate understanding of nuances in word meanings.  |  |               |
| L.1.5.a                               | Sort words into categories to gain a sense of the concepts the categories represent.   | Students read the informational text, "Where do Fruits and Vegetables Grow?" Students write the names of different types of fruits and vegetables in the correct categories. | smre_pp_00028 |
|                                       |  | Students sort words with V/CV, VC/V, and CV syllable patterns.   | smre_ip_01035 |
|                                       |  | Students learn to classify words into sets and groups.   | smre_di_00008 |
|                                       |  | Students classify words into sets and groups by sorting.   | smre_ip_00073 |
|                                       |  | Students classify words into sets and groups. Also, students match the compound word to its meaning.   | smre_pp_00011 |
|                                       |  | Students listen to or read the informational text, "Zookeeper, What's for Breakfast?" Students classify words into sets and groups and answer literal questions.             | smre_ip_00030 |
|                                       |  | Students classify and categorize.  | smre_ip_00074 |
|                                       |  | Students learn to classify and categorize.   | smre_di_00018 |
|                                       |  | Students classify words into sets and groups by sorting.   | smre_ip_00029 |
|                                       |  | Students cut and paste pictures into the correct categories.   | smre_pp_00423 |
|                                       |  | Students listen to or read the informational text, "Packing for the Arctic." Students classify, categorize, and answer questions about fact and opinion.                     | smre_ip_00075 |
| L.6                                   | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |  |               |
| L.1.6                                 | Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.  | Students read with phrasing.   | smre_ip_01251 |