



# 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 K  | 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.K.1                                | With prompting and support, ask and answer questions about key details in a text.   | Students listen to the literary text, "Sue and Drew" and learn about plot.  | smre_di_00237 |
|                                       |   | Students read the literary text, "The Missing Chick" and answer questions about the plot.   | smre_pp_00322 |
|                                       |   | Students read a story that includes high-frequency words. They also answer questions about characters.  | smre_pp_00364 |
|                                       |   | Students read a fictional passage "Mike's Mystery House" and answer questions about setting and characters.   | smre_pp_00343 |
|                                       |   | Students listen to or read the literary text, "Nina Tries Again." They answer questions about characters, setting, and plot and also identify sight words and high-frequency words. | smre_ip_00965 |
|                                       |   | Students read the literary text, "What Carlos Sees" and answer questions about the setting.   | smre_pp_00304 |
|                                       |   | Students listen to or read or read a fiction passage "On the Sailboat", and answer questions about the story.   | smre_pp_00332 |
|                                       |   | Students listen to or read the decodable text, "The Red Jet." They answer questions about characters, setting, and plot, and also identify sight words and high-frequency words.    | smre_ip_00959 |
|                                       |   | Students listen to or read the literary text, "Kiri and the Fuzzy Pink Shoe." They answer questions about characters and also identify sight words and high-frequency words.        | smre_ip_01019 |
|                                       |   | Students read the literary text, "Carlos Rides the Train" and answer questions about setting.   | smre_ip_00850 |
|                                       |   | Students read the fictional passage "At the Zoo" and answer questions about characters and setting.   | smre_pp_00348 |
|                                       |   | Students listen to or read the literary text, "The Missing Chick." They answer questions about plot and the beginning, middle, and end of the passage.                              | smre_ip_00898 |
|                                       |   | Students read the literary text, "Max's New Friend." They answer questions about characters and setting, and they identify the words from, or, and one.                             | smre_pp_00358 |
|                                       |   | Students read the folktale "Little Red Hen Makes Soup" and answer questions about the main character.   | smre_pp_00299 |

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|                                       |  | Students listen to or read the literary text, "City Parade." Students answer questions about setting and identify positional words.   | smre_ip_00956 |
|                                       |  | Students listen to or read the literary text, "Molly Moose Dresses Up." They answer questions about characters and setting, and also identify sight words and high-frequency words.   | smre_ip_00895 |
|                                       |  | Students read the literary text, "My Visit to the Doctor" and answer questions about the plot.  | smre_pp_00317 |
|                                       |  | Students read the literary text, "Lee Helps Mom" and then answer questions about main characters.   | smre_pp_00295 |
|                                       |  | Students listen to or read the folktale, "Little Red Hen Makes Soup." Students also answer questions about characters.  | smre_ip_00846 |
|                                       |  | Students read high frequency words in a fictional passage "Let's Play Ball" and answers questions about the story.  | smre_pp_00342 |
|                                       |  | Students read the literary passage "Mayor Mom" and answer questions about the main character.   | smre_pp_00309 |
|                                       |  | Students read the literary text, "Green Bug" and learn about setting.   | smre_di_00222 |
|                                       |  | Students read a fictional passage "Block Party" and answer questions about characters and plot.   | smre_pp_00347 |
|                                       |  | Students listen to or read the literary text, "Scooter Runs Away." They answer questions about plot and about the beginning, middle, and end of the passage. Students also practice recognizing sight words and high-frequency words. | smre_ip_00902 |
|                                       |  | Students recognize sight words and high-frequency words in the literary text, "Clumsy Clarabelle's Cool Carnival Day." They also answer questions about characters.   | smre_ip_01029 |
|                                       |  | Students listen to or read the literary text, "Checkup." Students also answer questions about plot.   | smre_ip_00894 |
|                                       |  | Students read the literary text, "The Strange Day," and answer questions about main characters and plot. Students also identify the high-frequency words I, they, and at.   | smre_ip_00970 |

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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.K.2                                | With prompting and support, retell familiar stories, including key details.  | Students listen to or read the fairy tale "Goldilocks and the Three Bears" and learn to retell the story to include setting.  | smre_di_00249 |
|                                       |  | Students listen to or read the literary text, "Turtle's Party" and retell the story to include characters and setting.  | smre_ip_00962 |
|                                       |  | Students learn to retell a story to include characters, setting, and important events after listening to the fairy tale "Goldilocks and the Three Bears."   | smre_di_00256 |
|                                       |  | Students read the fictional passage "Turtle's Party" and answer questions about setting and characters.   | smre_pp_00338 |
|                                       |  | Students listen to the fairy tale "Goldilocks and the Three Bears" and learn to retell the story to include important events.   | smre_di_00253 |
|                                       |  | Students listen to or read the literary text, "Block Party." Students retell the story to include characters, setting, and important events. They also compare and contrast characters and understand the meaning of grade-level content words. | smre_ip_00969 |
|                                       |  | Students listen to or read the literary text, "Are We There Yet?" and retell the story to include characters, setting, and important events.  | smre_ip_00957 |
|                                       |  | Students listen to the fairy tale "Goldilocks and the Three Bears" and learn to retell the story to include characters.   | smre_di_00244 |
|                                       |  | Students listen to or read the literary text, "Mike's Mystery House." Students retell the story to include characters, setting, and important events. They also compare and contrast characters.  | smre_ip_00966 |
| RL.3                                  | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                                   |   |               |
| RL.K.3                                | With prompting and support, identify characters, settings, and major events in a story.  | Students listen to or read the literary text, "Mayor Mom," and answer questions about main characters, setting, theme, and plot.  | smre_ip_00887 |
|                                       |  | Students read a rebus story with high-frequency words. Then they answer questions about characters and setting by drawing pictures.   | smre_pp_00353 |
|                                       |  | Students listen to or read the literary text, "The New Park." Students also sequence events and answer questions about characters and plot.   | smre_ip_01020 |
|                                       |  | Students listen to or read the fairy tale "Goldilocks and the Three Bears" and learn to retell the story to include setting.  | smre_di_00249 |

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|                                       |  | Students read a story that includes high-frequency words. They also answer questions about characters.  | smre_pp_00364 |
|                                       |  | Students listen to or read the literary text, "Turtle's Party" and retell the story to include characters and setting.  | smre_ip_00962 |
|                                       |  | Students read a fictional passage "Mike's Mystery House" and answer questions about setting and characters.   | smre_pp_00343 |
|                                       |  | Students listen to or read the nursery rhyme "Itsy-Bitsy Spider" and learn about characters.  | smre_di_00218 |
|                                       |  | Students read the fictional passage "Turtle's Party" and answer questions about setting and characters.   | smre_pp_00338 |
|                                       |  | Students listen to the literary text, "Sally and the Wild Puppy" and learn about main characters, setting, theme, and plot.   | smre_di_00226 |
|                                       |  | Students listen to or read the literary text, "Nina Tries Again." They answer questions about characters, setting, and plot and also identify sight words and high-frequency words. | smre_ip_00965 |
|                                       |  | Students read the literary text, "What Carlos Sees" and answer questions about the setting.   | smre_pp_00304 |
|                                       |  | Students listen to or read the decodable text, "The Red Jet." They answer questions about characters, setting, and plot, and also identify sight words and high-frequency words.    | smre_ip_00959 |
|                                       |  | Students listen to or read the literary text, "Kiri and the Fuzzy Pink Shoe." They answer questions about characters and also identify sight words and high-frequency words.        | smre_ip_01019 |
|                                       |  | Students read the literary text, "Carlos Rides the Train" and answer questions about setting.   | smre_ip_00850 |
|                                       |  | Students read the fictional passage "At the Zoo" and answer questions about characters and setting.   | smre_pp_00348 |
|                                       |  | Students read the literary text, "Max's New Friend." They answer questions about characters and setting, and they identify the words from, or, and one.                             | smre_pp_00358 |
|                                       |  | Students read the folktale "Little Red Hen Makes Soup" and answer questions about the main character.   | smre_pp_00299 |
|                                       |  | Students listen to or read the literary text, "City Parade." Students answer questions about setting and identify positional words.   | smre_ip_00956 |
|                                       |  | Students listen to or read the literary text, "Molly Moose Dresses Up." They answer questions about characters and setting, and also identify sight words and high-frequency words. | smre_ip_00895 |
|                                       |  | Students listen to the nursery rhyme "Jack and Jill" and then answer questions about characters.  | smre_di_00215 |

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|                                       |  | Students listen to the fairy tale "Goldilocks and the Three Bears" and learn to retell the story to include important events.  | smre_di_00253 |
|                                       |  | Students read the literary text, "Lee Helps Mom" and then answer questions about main characters.  | smre_pp_00295 |
|                                       |  | Students listen to or read or read the literary text, "Mandy's New Home." Students also answer questions about characters.   | smre_ip_00839 |
|                                       |  | Students listen to or read the fairy tale "Little Red Riding Hood" and learn about characters.   | smre_di_00211 |
|                                       |  | Students listen to or read the folktale, "Little Red Hen Makes Soup." Students also answer questions about characters.   | smre_ip_00846 |
|                                       |  | Students read high frequency words in a fictional passage "Let's Play Ball" and answers questions about the story.   | smre_pp_00342 |
|                                       |  | Students listen to or read the literary text, "Mandy's New Home" and answer questions about the main character.  | smre_pp_00290 |
|                                       |  | Students read the literary passage "Mayor Mom" and answer questions about the main character.  | smre_pp_00309 |
|                                       |  | Students read the literary text, "Green Bug" and learn about setting.  | smre_di_00222 |
|                                       |  | Students read a fictional passage "Block Party" and answer questions about characters and plot.  | smre_pp_00347 |
|                                       |  | Students recognize sight words and high-frequency words in the literary text, "Clumsy Clarabelle's Cool Carnival Day." They also answer questions about characters.                              | smre_ip_01029 |
|                                       |  | Students listen to or read the literary text, "Mike's Mystery House." Students retell the story to include characters, setting, and important events. They also compare and contrast characters. | smre_ip_00966 |
|                                       |  | Students read the literary text, "The Strange Day," and answer questions about main characters and plot. Students also identify the high-frequency words I, they, and at.                        | smre_ip_00970 |

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| 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.K.1                                | With prompting and support, ask and answer questions about key details in a text.   | Students listen to or read the informational text, "Mother and Father Robin Build a Nest." They identify main idea and supporting details and answer questions about characters and plot. Students also identify the correct sequence of events.            | smre_ip_01014 |
|                                       |   | Students listen to or read the informational text, "Tune-Up Tools." Student also read words with the initial consonant digraph th and answer literal questions.   | smre_ip_01023 |
|                                       |   | Students read the informational text, "How Robins Grow" and answer questions about main characters, setting, theme, and plot.   | smre_ip_01015 |
|                                       |   | Students listen to or read the informational text, "Big Top Time!" Students also sequence events, distinguish main ideas and supporting details, answer literal questions, and understand the meaning of grade-level content words.                         | smre_ip_01025 |
|                                       |   | Students listen to or read the informational text, "A Firefighter's Day." They answer questions about the characters, count the number of syllables in a word given orally, and divide syllables into sounds.   | smre_ip_00843 |
|                                       |   | Students listen to a nonfiction passage "On His Father's Feet." They answer questions about characters, setting, main idea, and supporting details. Students also identify sight words and high-frequency words.  | smre_ip_00961 |
| RI.2                                  | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.  |   |               |
| RI.K.2                                | With prompting and support, identify the main topic and retell key details of a text.   | Students are prompted to listen to or read one of two informational texts: "Bikes and Skates: Two Fun Inventions" or "Tune-Up Tools." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00973 |
|                                       |   | Students are prompted to listen to or read one of two literary texts: "Word Salad" or "Pinky the Wonder Dog." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.                         | Smre_ip_00974 |

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| RF                                    | Foundational Skills  |  |               |
|                                       | Print Concepts   |  |               |
| RF.K.1                                | Demonstrate understanding of the organization and basic features of print. |  |               |
| RF.K.1.d                              | Recognize and name all upper- and lowercase letters of the alphabet.       | Students read the literary text, "An Alphabetic Kind of Day" and identify uppercase and lowercase letters Ff through Nn in and out of sequence.  | smre_ip_00845 |
|                                       |  | Students name letters with fluency.  | smre_ip_00951 |
|                                       |  | Students name letters with fluency.  | smre_ip_00952 |
|                                       |  | Students review uppercase and lowercase letters, answer questions about main characters, circle pictures with the same beginning sounds, and draw a picture of a word that rhymes with a given word. | smre_pp_00302 |
|                                       |  | Students identify lowercase letters in and out of sequence.  | smre_ip_00832 |
|                                       |  | Students read the literary text, "An Alphabetic Kind of Day" and identify uppercase and lowercase letters Aa through Ee in and out of sequence.  | smre_ip_00842 |
|                                       |  | Students name letters with fluency.  | smre_ip_00949 |
|                                       |  | Students name letters with fluency.  | smre_ip_01010 |
|                                       |  | Students name letters with fluency.  | smre_ip_00954 |
|                                       |  | Students identify uppercase and lowercase letters Tt through Zz in and out of sequence.  | smre_ip_00803 |
|                                       |  | Students learn to identify uppercase and lowercase letters Oo through Ss in and out of sequence.   | smre_di_00221 |
|                                       |  | Students identify lowercase letters in and out of sequence.  | smre_ip_00816 |
|                                       |  | Students review uppercase and lowercase letters, circle pictures with the same beginning sounds, and follow directions in a drawing exercise.  | smre_pp_00307 |
|                                       |  | Students match uppercase and lowercase letters Aa through Ee.  | smre_pp_00294 |
|                                       |  | Students identify uppercase and lowercase letters Ff through Nn in and out of sequence.  | smre_ip_00819 |
|                                       |  | Students learn to identify uppercase and lowercase letters Tt through Zz in and out of sequence.   | smre_di_00209 |
|                                       |  | Students sort and categorize pictures and identify lowercase letters.  | smre_pp_00297 |
|                                       |  | Students name letters with fluency.  | smre_ip_00834 |
|                                       |  | Students listen to or read the informational text, "Occupation ABCs" and identify uppercase letters Tt through Zz in and out of sequence.  | smre_ip_00837 |
|                                       |  | Students identify uppercase and lowercase letters Oo through Ss in and out of sequence.  | smre_ip_00827 |
|                                       |  | Students name letters with fluency.  | smre_ip_00947 |
|                                       |  | Students name letters with fluency.  | smre_ip_00835 |



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|                                       |  | Students practice identifying uppercase and lowercase letters Ff through Nn. They also identify pictures with the same beginning sounds.        | smre_pp_00298 |
|                                       |  | Students identify uppercase and lowercase letters Aa through Ee in and out of sequence.   | smre_ip_00813 |
|                                       |  | Students name letters with fluency.   | smre_ip_00836 |
|                                       |  | Students match uppercase and lowercase letters Tt through Zz.   | smre_pp_00288 |
|                                       |  | Students practice identifying uppercase and lowercase letters Oo through Ss. They also identify pictures with the same beginning sounds.        | smre_pp_00303 |
|                                       |  | Students read the literary text, "An Alphabetic Kind of Day" and identify uppercase and lowercase letters Oo through Ss in and out of sequence. | smre_ip_00849 |
|                                       |  | Students review uppercase letters, beginning sounds, and rhyming words.   | smre_pp_00292 |
|                                       |  | Students identify lowercase letters in and out of sequence.   | smre_ip_00822 |
|                                       |  | Students identify uppercase and lowercase letters.  | smre_ip_00857 |
|                                       |  | Students name letters with fluency.   | smre_ip_00950 |
|                                       |  | Students identify uppercase letters in and out of sequence.   | smre_ip_00807 |
|                                       |  | Students learn to identify uppercase and lowercase letters Aa through Ee in and out of sequence.  | smre_di_00214 |
|                                       |  | Students name letters with fluency.   | smre_ip_00833 |
|                                       |  | Students learn to identify uppercase and lowercase letters Ff through Nn in and out of sequence.  | smre_di_00217 |
|                                       |  | Students name letters with fluency.   | smre_ip_00948 |
|                                       |  | Students name letters with fluency.   | smre_ip_01009 |
|                                       | Handwriting  |   |               |
| RF.K.2                                | Print upper- and lowercase letters.  |   |               |
|                                       | Phonological Awareness   |   |               |
| RF.K.3                                | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |   |               |
| RF.K.3.a                              | Recognize and produce rhyming words.   | Students review uppercase letters, beginning sounds, and rhyming words.   | smre_pp_00292 |
| RF.K.3.b                              | Count, pronounce, blend, and segment syllables in spoken words.              | Students label a picture with the correct word. Correct answers focus on words with initial and final consonant blends.                         | smre_ip_00989 |
|                                       |  | Students count syllables in words and sort them into categories.  | smre_ip_01114 |
|                                       |  | Students count syllables and divide syllables into sounds.  | smre_ip_00815 |
|                                       |  | Students learn to count syllables in words.   | smre_di_00304 |
|                                       |  | Students segment words into phonemes (CVC words).   | smre_ip_00858 |

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|                                       |  | Students segment words into phonemes (CVC words).   | smre_ip_00825 |
|                                       |  | Students identify words with initial and final consonant blends by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.                             | smre_ip_01006 |
|                                       |  | Students segment words into phonemes.   | smre_ip_00829 |
|                                       |  | Students learn to segment words with three phonemes.  | smre_di_00220 |
|                                       |  | Students learn to segment words into phonemes.  | smre_di_00276 |
|                                       |  | Students use pictures to count syllables in words.  | smre_ip_01115 |
|                                       |  | Students segment and blend phonemes. They also group pictures into categories.  | smre_pp_00311 |
|                                       |  | Students practice segmenting sounds by cutting out word puzzles and putting them back together.   | smre_pp_00301 |
|                                       |  | Students listen to or read the informational text, "My Friend the Beekeeper." Students answer literal questions about the text and identify words with the same number of syllables.                          | smre_ip_01142 |
|                                       |  | Students learn to segment words with three phonemes.  | smre_di_00228 |
|                                       |  | Students read a story and use pictures to retell the events in order. Students also practice blending and segmenting phonemes.  | smre_pp_00345 |
|                                       |  | Students listen to or read the informational text, "A Firefighter's Day." They answer questions about the characters, count the number of syllables in a word given orally, and divide syllables into sounds. | smre_ip_00843 |
|                                       |  | Students blend syllables to create three-syllable words.  | smre_ip_00812 |
| RF.K.3.d                              | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. | Students segment words into phonemes (CVC words).   | smre_ip_00858 |
|                                       |  | Students segment words into phonemes.   | smre_ip_00829 |
|                                       |  | Students read a fictional passage "It is Hot!" and decode letters to build words in a phoneme puzzle.   | smre_pp_00349 |
| RF.K.3.e                              | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  | Students segment words into phonemes (CVC words).   | smre_ip_00858 |
|                                       |  | Students segment words into phonemes.   | smre_ip_00829 |

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|                                       | Phonics and Word Recognition  |   |               |
| RF.K.4                                | Know and apply grade-level phonics and word analysis skills in decoding words.  |   |               |
| RF.K.4.a                              | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. | Students learn sound-letter associations for the letters j, w, x, and e (short vowel sound).  | smre_di_00242 |
|                                       |   | Students learn sounds for the letters s, p, c, and i (short vowel sound).   | smre_di_00245 |
|                                       |   | Students learn sound-letter associations for the letters h, l, g, and o (short vowel sound).  | smre_di_00235 |
|                                       |   | Students make sound-letter associations for the letters s, p, c, and i (short vowel sound).   | smre_ip_00909 |
|                                       |   | Students learn sound-letter associations for the letters d, k, f, and o (short vowel sound).  | smre_di_00239 |
|                                       |   | Students learn sound-letter associations for the letters u, v, z, y, and q.   | smre_di_00229 |
|                                       |   | Students make sound-letter associations for the letters j, w, x, and e (short vowel sound).   | smre_ip_00903 |
|                                       |   | Students read the decodable text, "Red Fans" and identify sound-letter associations for d, k, f, and o.   | smre_ip_00900 |
|                                       |   | Students read the decodable text, "The Baby Panda" and identify sound-letter associations for b, n, r, and i.   | smre_ip_00891 |
|                                       |   | Students listen to or read the literary text, "Juan's First Day." They answer questions about characters and plot. Students also practice distinguishing consonants and vowels. | smre_ip_00968 |
|                                       |   | Students practice making sound-letter associations for the letters b, n, r, and i (short vowel sound).  | smre_ip_00862 |
|                                       |   | Students read the decodable text, "Tim and Sam." Students identify sound-letter associations for s, p, c, and i.  | smre_ip_00958 |
|                                       |   | Students make sound-letter associations for the letters h, l, g, and o (short vowel sound).   | smre_ip_00872 |
|                                       |   | Students read the decodable text, "Our Boat" and identify sound-letter associations for j, w, x, and e.   | smre_ip_00955 |
|                                       |   | Students make sound-letter associations for the letters m, s, f, a, and t.  | smre_ip_00852 |
|                                       |   | Students practice distinguishing consonants and vowels.   | smre_ip_00930 |
|                                       |   | Students will identify letter-sound associations by matching letters to pictures.   | smre_pp_00330 |
|                                       |   | Students practice distinguishing consonants and vowels by circling the vowels. Students also blend words with phoneme puzzles.  | smre_pp_00346 |
|                                       |   | Students listen to or read the decodable text, "Quinn Can Do It" and identify sound-letter  | smre_ip_00890 |

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|                                       |  | associations for v, z, y, q, and u.  |               |
|                                       |  | Students will identify letter-sound associations by matching letters to pictures.  | smre_pp_00325 |
|                                       |  | Students learn sound-letter associations for the letters m, s, f, a, and t.  | smre_di_00225 |
|                                       |  | Students sort consonants and vowels.   | smre_ip_00929 |
|                                       |  | Students read the decodable text, "Gil Got One" and identify sound-letter associations for h, l, g, and o.   | smre_ip_00896 |
|                                       |  | Students learn to distinguish between consonants and vowels.   | smre_di_00255 |
|                                       |  | Students will identify letter-sound associations by matching letters to pictures.  | smre_pp_00320 |
|                                       |  | Students learn sound-letter associations for the letters b, n, r, and i (short vowel sound).   | smre_di_00230 |
|                                       |  | Students practice making sound-letter associations for the letters v, z, y, q, and u (short vowel sound).  | smre_ip_00861 |
|                                       |  | Students make sound-letter associations for the letters d, k, f, and o (short vowel sound).  | smre_ip_00880 |
|                                       |  | Students listen to or read the literary text, "Clever Critters, A to Z" and identify the sounds that the letters m, s, f, a, and t represent.                                | smre_ip_00886 |
| RF.K.4.b                              | Associate the long and short sounds with common spellings (graphemes) for the five major vowels. | Students learn sound-letter associations for the letters j, w, x, and e (short vowel sound).   | smre_di_00242 |
|                                       |  | Students identify words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.          | smre_ip_00931 |
|                                       |  | Students identify words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.          | smre_ip_00871 |
|                                       |  | Students learn sounds for the letters s, p, c, and i (short vowel sound).  | smre_di_00245 |
|                                       |  | Students listen to or read the decodable text, "Bob and Tom." Students answer literal questions about setting. They also identify words with short vowel patterns (short o). | smre_ip_01080 |
|                                       |  | Students cut and paste words with the correct word family ending and match pictures to the correct word (short e word families).   | smre_pp_00386 |
|                                       |  | Students learn to read words with the short vowel patterns (short i).  | smre_di_00287 |
|                                       |  | Students learn sound-letter associations for the letters h, l, g, and o (short vowel sound).   | smre_di_00235 |
|                                       |  | Students make sound-letter associations for the letters s, p, c, and i (short vowel sound).  | smre_ip_00909 |
|                                       |  | Students learn sound-letter associations for the letters d, k, f, and o (short vowel sound).   | smre_di_00239 |
|                                       |  | Students identify words with short vowel patterns by matching picture to word and then   | smre_ip_00885 |

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|                                       |  | picture to sentence. Finally, students read the sentences as connected text.   |               |
|                                       |  | Students label a picture with the correct word. Correct answers focus on words with short vowel patterns.  | smre_ip_01005 |
|                                       |  | Students learn sound-letter associations for the letters u, v, z, y, and q.  | smre_di_00229 |
|                                       |  | Students make sound-letter associations for the letters j, w, x, and e (short vowel sound).  | smre_ip_00903 |
|                                       |  | Students listen to or read the decodable text, "Get Set... Stop!" Then students answer literal questions and draw conclusions. They also identify words with short e vowel patterns. | smre_ip_01085 |
|                                       |  | Students distinguish the short e vowel sound by identifying pictures and building words to match the pictures.   | smre_ip_01056 |
|                                       |  | Students read the decodable text, "Red Fans" and identify sound-letter associations for d, k, f, and o.  | smre_ip_00900 |
|                                       |  | Students identify the meaning of grade-level words by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.                 | smre_ip_00863 |
|                                       |  | Students read the decodable text, "The Baby Panda" and identify sound-letter associations for b, n, r, and i.  | smre_ip_00891 |
|                                       |  | Students listen to or read the literary text, "Juan's First Day." They answer questions about characters and plot. Students also practice distinguishing consonants and vowels.      | smre_ip_00968 |
|                                       |  | Students practice making sound-letter associations for the letters b, n, r, and i (short vowel sound).   | smre_ip_00862 |
|                                       |  | Students distinguish the short a vowel sound by identifying pictures and building words to match the pictures.   | smre_ip_01038 |
|                                       |  | Students read the decodable text, "Tim and Sam." Students identify sound-letter associations for s, p, c, and i.   | smre_ip_00958 |
|                                       |  | Students make sound-letter associations for the letters h, l, g, and o (short vowel sound).  | smre_ip_00872 |
|                                       |  | Students identify words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.                  | smre_ip_00978 |
|                                       |  | Students read the decodable text, "Our Boat" and identify sound-letter associations for j, w, x, and e.  | smre_ip_00955 |
|                                       |  | Students sort words with short vowel patterns (short e).   | smre_ip_01057 |
|                                       |  | Students read words with short vowel patterns.   | smre_ip_00932 |
|                                       |  | Students make sound-letter associations for the letters m, s, f, a, and t.   | smre_ip_00852 |

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|                                       |  | Students practice distinguishing consonants and vowels.   | smre_ip_00930 |
|                                       |  | Students sort words with short vowel patterns (short o).  | smre_ip_01047 |
|                                       |  | Students read the literary text and circle words with the short u sound. Students also look at pictures and write the letter of the missing beginning sound.        | smre_pp_00390 |
|                                       |  | Students will identify letter-sound associations by matching letters to pictures.   | smre_pp_00330 |
|                                       |  | Students learn to read words with the short vowel patterns (short o).   | smre_di_00283 |
|                                       |  | Students practice distinguishing consonants and vowels by circling the vowels. Students also blend words with phoneme puzzles.                                      | smre_pp_00346 |
|                                       |  | Students identify words with short vowel patterns.  | smre_ip_00924 |
|                                       |  | Students listen to or read the decodable text, "Quinn Can Do It" and identify sound-letter associations for v, z, y, q, and u.                                      | smre_ip_00890 |
|                                       |  | Students identify words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text. | smre_ip_00873 |
|                                       |  | Students label a picture with the correct word. Correct answers focus on words with short vowels.   | smre_ip_00998 |
|                                       |  | Students sort words with short vowel patterns (short i).  | smre_ip_01055 |
|                                       |  | Students will identify letter-sound associations by matching letters to pictures.   | smre_pp_00325 |
|                                       |  | Students learn sound-letter associations for the letters m, s, f, a, and t.   | smre_di_00225 |
|                                       |  | Students listen to or read the decodable text, "Jack and Max Jam." Students draw conclusions and identify short vowel patterns (short a).                           | smre_ip_01076 |
|                                       |  | Students sort words with short vowel patterns (short u).  | smre_ip_01063 |
|                                       |  | Students sort consonants and vowels.  | smre_ip_00929 |
|                                       |  | Students read the decodable text, "Gil Got One" and identify sound-letter associations for h, l, g, and o.  | smre_ip_00896 |
|                                       |  | Students read words with short vowel patterns.  | smre_ip_00916 |
|                                       |  | Students identify words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text. | smre_ip_00908 |
|                                       |  | Students learn to distinguish between consonants and vowels.  | smre_di_00255 |
|                                       |  | Students will identify letter-sound associations by matching letters to pictures.   | smre_pp_00320 |

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|                                       |  | Students read words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.       | smre_ip_00879 |
|                                       |  | Students learn sound-letter associations for the letters b, n, r, and i (short vowel sound).  | smre_di_00230 |
|                                       |  | Students identify words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.   | smre_ip_00881 |
|                                       |  | Students cut and paste words with the correct word family ending and match pictures to the correct word (short i word families).                                      | smre_pp_00385 |
|                                       |  | Students listen to or read the literary text, "Where's Rooster?" Students also blend phonemes into whole words and distinguish words with the same short vowel sound. | smre_ip_00847 |
|                                       |  | Students distinguish the short u vowel sound by identifying pictures and building words to match the pictures.  | smre_ip_01062 |
|                                       |  | Students listen to or read the decodable text, "Kicks and Flips." Students answer literal questions. They also read and identify words with short i vowel patterns.   | smre_ip_01084 |
|                                       |  | Students identify words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.   | smre_ip_00925 |
|                                       |  | Students read the decodable text, "A Fun Trip." Then students answer literal questions and draw conclusions. They also identify words with short u vowel patterns.    | smre_ip_01088 |
|                                       |  | Students learn to read words with the short vowel patterns (short a).   | smre_di_00279 |
|                                       |  | Students identify words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.   | smre_ip_00904 |
|                                       |  | Students practice making sound-letter associations for the letters v, z, y, q, and u (short vowel sound).   | smre_ip_00861 |
|                                       |  | Students read words with short vowel patterns.  | smre_ip_00882 |
|                                       |  | Students sort words with short vowel patterns (short a).  | smre_ip_01039 |
|                                       |  | Students make sound-letter associations for the letters d, k, f, and o (short vowel sound).   | smre_ip_00880 |
|                                       |  | Students distinguish the short i vowel sound by identifying pictures and building words to match the pictures.  | smre_ip_01054 |
|                                       |  | Students learn to read words with the short vowel patterns (short u).   | smre_di_00291 |

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|                                       |  | Students cut and paste pictures under the correct word family ending and sort words together that belong in the same word family (short o word families).                 | smre_pp_00380 |
|                                       |  | Students distinguish the short o vowel sound by identifying pictures and building words to match the pictures.  | smre_ip_01046 |
|                                       |  | Students label a picture with the correct word. Correct answers focus on words with short vowel patterns.   | smre_ip_00982 |
|                                       |  | Students read words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.           | smre_ip_00912 |
|                                       |  | Students learn to read words with the short vowel patterns (short e).   | smre_di_00288 |
|                                       |  | Students listen to or read the literary text, "Clever Critters, A to Z" and identify the sounds that the letters m, s, f, a, and t represent.                             | smre_ip_00886 |
|                                       |  | Students identify word families by cutting and pasting pictures under the correct word family ending (short a word families).   | smre_pp_00375 |
| RF.K.4.c                              | Read common high-frequency words by sight.               | Students locate sight words and high-frequency words.   | smre_ip_00911 |
|                                       |  | Students blend CVCC and CCVC and read high-frequency words. They also match words and pictures with the same vowel sound.   | smre_pp_00356 |
|                                       |  | Students review the words the, of, and, a, to, in, it, he, was, for, are, on, as, with, his, I, they, at, this, be, have, from, or, one, had, by, but, is, you, and that. | smre_di_00275 |
|                                       |  | Students locate sight words and high-frequency words.   | smre_ip_00980 |
|                                       |  | Students read and circle the high-frequency words a, to, and in.  | smre_pp_00323 |
|                                       |  | Students read a rebus story with high-frequency words. Then they answer questions about characters and setting by drawing pictures.                                       | smre_pp_00353 |
|                                       |  | Students learn about the sight words and high-frequency words a, to, and in.  | smre_di_00238 |
|                                       |  | Students identify sight words and high-frequency words.   | smre_ip_00915 |
|                                       |  | Students learn about sight words and the high-frequency words is, you, and that.  | smre_di_00241 |
|                                       |  | Students locate the sight words and high-frequency words as, with, and his.   | smre_ip_00923 |
|                                       |  | Students locate sight words and high-frequency words: the, is, you, to, that.   | smre_ip_00884 |
|                                       |  | Students learn to read the sight words and high-frequency words this, be, and have.   | smre_di_00261 |
|                                       |  | Students read high-frequency words in a fiction passage. They answer questions about plot and sequence of events.   | smre_pp_00372 |



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|                                       |  | Students learn the sight words and high-frequency words I, they, and at.   | smre_di_00257 |
|                                       |  | Students read a story that includes high-frequency words. They also answer questions about characters.   | smre_pp_00364 |
|                                       |  | Students make sound-letter associations, write missing letters in words, and circle the high-frequency words is, you, and that.  | smre_pp_00329 |
|                                       |  | Students read a poem and find the sight words and high-frequency words: for, on, are.  | smre_pp_00337 |
|                                       |  | Students learn to read the sight words and high-frequency words for, are, and on.  | smre_di_00248 |
|                                       |  | Students read and circle high frequency words and, of, and the.  | smre_pp_00318 |
|                                       |  | Students read the informational text, "Farm Babies." Students also identify reasons an author gives to support points, understand grade-level content words, and recognize sight words and high-frequency words. | smre_ip_00899 |
|                                       |  | Students learn the sight words and high-frequency words and, the, and of.  | smre_di_00234 |
|                                       |  | Students locate the sight words and high-frequency words: the, and, a, to, in.   | smre_ip_00878 |
|                                       |  | Students listen to or read the literary text, "Nina Tries Again." They answer questions about characters, setting, and plot and also identify sight words and high-frequency words.                              | smre_ip_00965 |
|                                       |  | Students sort the high-frequency words is, you, and that.  | smre_ip_00877 |
|                                       |  | Students listen to or read the decodable text, "The Red Jet." They answer questions about characters, setting, and plot, and also identify sight words and high-frequency words.                                 | smre_ip_00959 |
|                                       |  | Students listen to or read the literary text, "Kiri and the Fuzzy Pink Shoe." They answer questions about characters and also identify sight words and high-frequency words.                                     | smre_ip_01019 |
|                                       |  | Students recognize sight words and high-frequency words in the informational text, "Dr. Mia is Making Smiles." They answer questions about characters and plot.  | smre_ip_01024 |
|                                       |  | Students read the literary text, "Max's New Friend." They answer questions about characters and setting, and they identify the words from, or, and one.  | smre_pp_00358 |
|                                       |  | Students locate the sight words and high-frequency words: the, and, of.  | smre_ip_00870 |
|                                       |  | Students learn to read the sight words and high-frequency words had, by, and but.  | smre_di_00270 |
|                                       |  | Students listen to or read the literary text, "Molly Moose Dresses Up." They answer questions about characters and setting, and also identify sight words and high-frequency words.                              | smre_ip_00895 |

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|                                       |  | Students review beginning sounds, answer questions about plot, practice reading high-frequency words, and sort pictures into groups.  | smre_pp_00324 |
|                                       |  | Students draw pictures to match words, read high-frequency words, and sequence pictures.  | smre_pp_00327 |
|                                       |  | Students locate sight words and high-frequency words.   | smre_ip_01007 |
|                                       |  | Students read high frequency words in a fictional passage "Let's Play Ball" and answers questions about the story.  | smre_pp_00342 |
|                                       |  | Students learn about the sight words and high-frequency words it, he, and was.  | smre_di_00246 |
|                                       |  | Students learn to read the sight words and high-frequency words as, with, and his.  | smre_di_00252 |
|                                       |  | Students review comparing and contrasting and also practice reading high-frequency words.   | smre_pp_00367 |
|                                       |  | Students learn to read the sight words and high-frequency words from, or, and one.  | smre_di_00265 |
|                                       |  | Students identify high-frequency words by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.  | smre_ip_00979 |
|                                       |  | Students locate the sight words and high-frequency words from, or, and one.   | smre_ip_00987 |
|                                       |  | Students read sight words and high-frequency words.   | smre_ip_00933 |
|                                       |  | Students locate the sight words and high-frequency words had, by, and but.  | smre_ip_00997 |
|                                       |  | Students listen to or read the literary text, "Scooter Runs Away." They answer questions about plot and about the beginning, middle, and end of the passage. Students also practice recognizing sight words and high-frequency words. | smre_ip_00902 |
|                                       |  | Students recognize sight words and high-frequency words in the literary text, "Clumsy Clarabelle's Cool Carnival Day." They also answer questions about characters.   | smre_ip_01029 |
|                                       |  | Read a poem and circle the sight words and high-frequency words: it, he, was.   | smre_pp_00334 |
|                                       |  | Students listen to a nonfiction passage "On His Father's Feet." They answer questions about characters, setting, main idea, and supporting details. Students also identify sight words and high-frequency words.                      | smre_ip_00961 |
|                                       |  | Students read high-frequency words and draw pictures to match sentences.  | smre_pp_00370 |
|                                       |  | Students read the literary text, "The Strange Day," and answer questions about main characters and plot. Students also identify the high-frequency words I, they, and at.   | smre_ip_00970 |

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|                                       | Fluency  |   |               |
| RF.K.5                                | Read emergent-reader texts with purpose and understanding. | Students are prompted to listen to or read one of two decodable texts: "The Baby Panda" or "Red Fans." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.  | smre_ip_00939 |
|                                       |  | Students are prompted to listen to or read one of two literary texts: "Zoo Trouble" or "Jumbled Jobs." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.  | smre_ip_00972 |
|                                       |  | Students are prompted to listen to or read the literary passage, "An Alphabetic Kind of Day," or the informational text, "Clothes for Every Season." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.  | smre_ip_00943 |
|                                       |  | Students are prompted to listen to or read one of two literary texts: "The Hungry Backpack" or "Mandy's New Home." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.                                    | smre_ip_00935 |
|                                       |  | Students are prompted to listen to or read one of two informational texts: "Mother and Father Robin Build a Nest" or "On His Father's Feet." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.          | smre_ip_00940 |
|                                       |  | Students are prompted to listen to or read one of two literary texts: "Checkup" or "The Missing Chick." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.   | smre_ip_00971 |
|                                       |  | Students are prompted to listen to or read the informational text, "Big Top Time," or the literary text, "What Do You See?" They record their retells of the passage. Readings are recorded and each student is prompted to save the best recording for teacher assessment. | smre_ip_00942 |
|                                       |  | Students are prompted to listen to or read one of two literary texts: "The New Park" or "The Strange Day." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.  | smre_ip_00941 |
|                                       |  | Students are prompted to listen to or read one of two informational texts: "Bikes and Skates: Two Fun Inventions" or "Tune-Up Tools." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.                 | smre_ip_00973 |

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|                                       |  | Students are prompted to listen to or read the informational text, "Dr. Mia Is Making Smiles," or the literary text, "Little Red Hen Makes Soup." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00937 |
|                                       |  | Students are prompted to listen to or read the literary text, "Nina Tries Again," or the informational text "A Firefighter's Day." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.                | smre_ip_00936 |
|                                       |  | Students are prompted to listen to or read one of two literary texts: "Word Salad" or "Pinky the Wonder Dog." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.                                     | smre_ip_00974 |
|                                       |  | Students are prompted to listen to or read the informational text, "Farm Babies" or the literary text, "Are We There Yet?" They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.                        | smre_ip_00946 |
|                                       |  | Students are prompted to listen to or read one of two literary texts: "Turtle's Party" or "Mike's Mystery House." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.                                 | smre_ip_00944 |
|                                       |  | Students are prompted to listen to or read one of two fiction passages: "Silly Dooley!" and "Where's Rooster?" They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.                                    | smre_ip_00938 |
|                                       |  | Students are prompted to listen to or read one of two literary texts: "The Ache in My Head" or "Molly Moose Dresses Up." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.                          | smre_ip_00945 |

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| L                                     | Language  |  |               |
| 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.K.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.K.2.i                               | Spell simple words phonetically, drawing on knowledge of sound-letter relationships   | Students blend CVCC and CCVC and read high-frequency words. They also match words and pictures with the same vowel sound.  | smre_pp_00356 |
|                                       |   | Students practice making sound-letter associations.  | smre_ip_00854 |
|                                       |   | Students listen to or read the decodable text, "Bob and Tom." Students answer literal questions about setting. They also identify words with short vowel patterns (short o).         | smre_ip_01080 |
|                                       |   | Students cut and paste words with the correct word family ending and match pictures to the correct word (short e word families).   | smre_pp_00386 |
|                                       |   | Students make sound-letter associations.   | smre_ip_00918 |
|                                       |   | Students learn to read words with the short vowel patterns (short i).  | smre_di_00287 |
|                                       |   | Students make sound-letter associations.   | smre_ip_00922 |
|                                       |   | Students listen to or read the decodable text, "Get Set... Stop!" Then students answer literal questions and draw conclusions. They also identify words with short e vowel patterns. | smre_ip_01085 |
|                                       |   | Students distinguish the short e vowel sound by identifying pictures and building words to match the pictures.   | smre_ip_01056 |
|                                       |   | Students make sound-letter associations, write missing letters in words, and circle the high-frequency words is, you, and that.  | smre_pp_00329 |
|                                       |   | Students distinguish the short a vowel sound by identifying pictures and building words to match the pictures.   | smre_ip_01038 |
|                                       |   | Students make sound-letter associations.   | smre_ip_00907 |
|                                       |   | Students sort words with short vowel patterns (short e).   | smre_ip_01057 |
|                                       |   | Students sort words with short vowel patterns (short o).   | smre_ip_01047 |
|                                       |   | Students read the literary text and circle words with the short u sound. Students also look at pictures and write the letter of the missing beginning sound.                         | smre_pp_00390 |
|                                       |   | Students learn to read words with the short vowel patterns (short o).  | smre_di_00283 |
|                                       |   | Students sort words with short vowel patterns (short i).   | smre_ip_01055 |
|                                       |   | Students listen to or read the decodable text, "Jack and Max Jam." Students draw conclusions and identify short vowel patterns (short a).  | smre_ip_01076 |
|                                       |   | Students sort words with short vowel patterns (short u).   | smre_ip_01063 |

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|                                       |  | Students practice making sound-letter associations.   | smre_ip_00876 |
|                                       |  | Students make sound-letter associations.  | smre_ip_00917 |
|                                       |  | Students cut and paste words with the correct word family ending and match pictures to the correct word (short i word families).                                      | smre_pp_00385 |
|                                       |  | Students listen to or read the literary text, "Where's Rooster?" Students also blend phonemes into whole words and distinguish words with the same short vowel sound. | smre_ip_00847 |
|                                       |  | Students distinguish the short u vowel sound by identifying pictures and building words to match the pictures.  | smre_ip_01062 |
|                                       |  | Students listen to or read the decodable text, "Kicks and Flips." Students answer literal questions. They also read and identify words with short i vowel patterns.   | smre_ip_01084 |
|                                       |  | Students read the decodable text, "A Fun Trip." Then students answer literal questions and draw conclusions. They also identify words with short u vowel patterns.    | smre_ip_01088 |
|                                       |  | Students learn to read words with the short vowel patterns (short a).   | smre_di_00279 |
|                                       |  | Students sort words with short vowel patterns (short a).  | smre_ip_01039 |
|                                       |  | Students distinguish the short i vowel sound by identifying pictures and building words to match the pictures.  | smre_ip_01054 |
|                                       |  | Students learn to read words with the short vowel patterns (short u).   | smre_di_00291 |
|                                       |  | Students cut and paste pictures under the correct word family ending and sort words together that belong in the same word family (short o word families).             | smre_pp_00380 |
|                                       |  | Students distinguish the short o vowel sound by identifying pictures and building words to match the pictures.  | smre_ip_01046 |
|                                       |  | Students learn to read words with the short vowel patterns (short e).   | smre_di_00288 |
|                                       |  | Students identify word families by cutting and pasting pictures under the correct word family ending (short a word families).   | smre_pp_00375 |
| L.K.2.j                               | Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions | Students segment words into phonemes (CVC words).   | smre_ip_00825 |

| North Carolina Literacy Standard Code | North Carolina Literacy Standard Course of Study Grade K  | SuccessMaker Item Description  | Item ID       |
|---------------------------------------|---|--|---------------|
|                                       | References  |  |               |
| L.4                                   | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |  |               |
| L.K.4                                 | Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.   | Students identify the meaning of grade-level words by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text. | smre_ip_00853 |
| L.5                                   | Demonstrate understanding of figurative language and nuances in word meanings.  |  |               |
| L.K.5                                 | With guidance and support from adults, explore nuances in word meanings.  |  |               |
| L.K.5.a                               | Sort common objects into categories to gain a sense of the concepts the categories represent.   | Students sort pictures into categories.  | smre_ip_00869 |
|                                       |   | Students listen to or read the informational text, "Clothes for Every Season." Then they sort pictures from the story into categories.                               | smre_ip_00841 |
|                                       |   | Students sort pictures into categories.  | smre_ip_00981 |
|                                       |   | Students sort pictures into categories.  | smre_ip_00856 |
|                                       |   | Students sort pictures into categories.  | smre_ip_00811 |
|                                       |   | Students sort pictures into categories.  | smre_ip_01001 |
|                                       |   | Students sort pictures into categories.  | smre_ip_00821 |
|                                       |   | Students learn to sort pictures into categories.   | smre_di_00213 |
|                                       |   | Students sort by circling pictures that represent words with two syllables. Then the students cut and paste the pictures into the correct boxes.                     | smre_pp_00293 |
|                                       |   | Students sort pictures into categories.  | smre_ip_00855 |