



SuccessMaker®

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

New York Literacy Learning Standards Code	New York Literacy Learning Standards 2017, Grade 1	SuccessMaker Item Description	Item ID
1R	Reading		
	Literary and Informational Text		
	Key Ideas and Details		
1R1	Develop and answer questions about key ideas and 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 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 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 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 learn that answering literal questions after reading helps the reader better remember what was read.	smre_di_00306
		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 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 read the literary text "Lany at the Lake" and answer questions about the story.	smre_pp_00412
		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 read the literary text and answer literal questions.	smre_pp_00413
		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

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		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 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 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 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 decodable text, "Mom Had a Plan." Students answer literal questions and how questions. They also identify words with initial consonant blends.	smre_ip_01081
		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
1R2	Identify a main topic or central idea in a text and retell important details.	Students listen to "Jumping Rope" and learn to retell the story by stating the main idea and supporting details.	smre_di_00332
		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

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1R3	Describe characters, settings, and major events in a story, or pieces of information in a text.	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
	Integration of Knowledge and Ideas		
1R7	Use illustrations and details in literary and informational texts to discuss story elements and/or topics.	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
1R8	Identify specific information an author or illustrator gives that supports 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
1RF	Foundational Skills		
	Phonological Awareness		
1RF2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
1RF2a	Count, blend and segment single syllable words that include 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

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		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
		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		
1RF3	Know and apply phonics and word analysis skills in decoding words.		
1RF3a	Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th).	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
		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

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		Students identify words with initial and final consonant digraphs: ph, wh, ch, and tch.	smre_ip_01095
1RF3b	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams).	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
		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

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		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
		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

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		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 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
		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 VCe words (long o).	smre_ip_00865

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		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
		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
1RF3f	Recognize and identify root words and simple suffixes (e.g., run, runs, walk, walked).	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
		Student 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
		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

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		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		
1RF4	Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.		
1RF4a	Read beginning reader texts, appropriate to individual student ability, 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
		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

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		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
		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

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		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
		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
1L	Language		
	Conventions of Academic English/Language for Learning		
1L1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.		
	While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.		

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1L1e	Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).	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
1L1g	Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).	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
1L1i	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	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
1L1m	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.	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

New York Literacy Learning Standards Code	New York Literacy Learning Standards 2017, Grade 1	SuccessMaker Item Description	Item ID
		Students read the literary text, "Dan and His Pets," sequence events, compare and contrast, and identify adjectives and high-frequency words.	smre_pp_00435
1L2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.		
	While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.		
1L2a	Attempt to write symbols or letters to represent words.		
1L2b	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).	Students learn to segment words into phonemes.	smre_di_00343
		Students learn to segment and blend words with V/CV, VC/V, and CV syllable patterns.	smre_di_00277
		Students segment words into four phonemes.	smre_ip_00874
	Knowledge of Language		
	Vocabulary Acquisition and Use		
1L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.		
1L4a	Use sentence-level context as a clue to the meaning of a word or phrase.	Students learn that identifying the important parts of a sentence tells what the sentence is mostly about.	smre_di_00330
		Students read with phrasing.	smre_ip_01251
1L4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	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
		Student 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
		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

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		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 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
1L5	Demonstrate understanding of word relationships and nuances in word meanings.		
1L5a	Sort words into categories (e.g., colors, clothing) 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
1L6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Students read with phrasing.	smre_ip_01251