



SuccessMaker®

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

| South Carolina CCR-ELA Code | South Carolina College and Career-Ready Standards for English Language Arts Kindergarten | SuccessMaker Item Description | Item ID |
|-----------------------------|--|---|---------------|
| LA.1.RL | Reading–Literary Text | | |
| LA.1.RL.P.2.1 | Distinguish long from short vowel sounds in spoken single-syllable words. | Students distinguish between short and long vowel sounds. | smre_ip_01274 |
| | | Students sort short and long vowel sounds. | smre_ip_00976 |
| | | Students identify short and long vowel sounds. | smre_ip_01222 |
| | | Students identify short and long vowel sounds. | smre_ip_01230 |
| LA.1.RL.P.2.2 | Orally produce single-syllable words by blending sounds, including consonant blends in spoken words. | Students learn to segment and blend words with V/CV, VC/V, and CV syllable patterns. | smre_di_00277 |
| | | Students learn to read words with initial consonant blends. | smre_di_00284 |
| | | Students read words with initial consonant blends. | smre_ip_01048 |
| LA.1.RL.P.2.3 | Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words. | Students learn to read words with initial consonant blends. | smre_di_00284 |
| | | Students read words with initial consonant blends. | smre_ip_01048 |
| LA.1.RL.P.3.1 | Demonstrate the sound correspondences for common consonant blends and digraphs. | Students learn to read words with initial consonant blends. | smre_di_00284 |
| | | Students identify words with the initial and final consonant digraphs ph, wh, ch, and tch. | smre_ip_01094 |
| | | Students read words with initial consonant blends. | smre_ip_01048 |
| | | Students learn about the initial and final consonant digraphs ph, wh, ch, and tch. | smre_di_00294 |
| LA.1.RL.P.3.4 | Use final -e and common vowel team conventions to read words with long vowel sounds. | Students listen to or read the decodable text, "The Bike." Students read and identify VCe words (long i). | smre_ip_00967 |
| | | 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 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 learn to read VCe words (long i). | smre_di_00254 |
| | | Students learn to read VCe words (long o). | smre_di_00231 |
| | | Students practice reading VCe words (long u and long e). | smre_ip_00818 |
| | | Students listen to or read the decodable text, "A Note for Rose." Students read and identify VCe words (long o). | smre_ip_00892 |
| | | Students will practice reading and writing VCe words (long o sound). | smre_pp_00315 |
| | | Students identify pictures that have the long e and the long u sounds. | smre_ip_00817 |
| | | Students practice reading VCe words (long o). | smre_ip_00865 |
| | | Students will practice reading VCe words (long a sound) by circling words to match pictures. Students will also use VCe words to complete sentences. | smre_pp_00351 |
| | | Students identify pictures with the long i sound. | smre_ip_00927 |
| | | Students read words with consonant digraphs, silent e, and r-controlled vowels. | smre_pp_00398 |
| | | Students complete sentences using VCe words (long a). | smre_ip_00975 |
| | | Students listen to or read the decodable text, "Kate Wins the Game." Students read and identify VCe words (long a). | smre_ip_01013 |
| | | Students will practice reading and writing VCe words (long i sound). | smre_pp_00344 |
| | | Students learn to read VCe words (long u and long e). | smre_di_00216 |
| | | Students decode words with long vowels to read a story and answer questions about character, setting, and plot. | smre_pp_00408 |
| | | Students will practice reading VCe words (long u and long e) by circling words that match pictures. | smre_pp_00296 |
| | | Students identify pictures that have the long o sound. | smre_ip_00864 |
| | | Students learn to read VCe words (long a). | smre_di_00259 |
| LA.1.RL.P.3.5 | Read words with inflectional endings. | 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 |

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| | | Students listen to or read the decodable text, "Luke Meets Pete." Students read words with inflectional endings, including words that change the y to i. | smre_ip_01138 |
| | | Students decode words with long vowels that also end in -ing. Students sequence events using the words first, next, and last. | smre_pp_00403 |
| | | Students will practice reading and writing words with inflectional endings. Word choices include words that drop the letter e before adding the ending. | smre_pp_00453 |
| | | Students learn about the meaning of words that end with -er and -est. | smre_di_00311 |
| | | Students learn to read and understand words with inflectional endings, including those that drop the e before adding the ending. | smre_di_00342 |
| | | 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 practice reading words with inflectional endings, including words that change the y to i before the ending. | smre_ip_01107 |
| | | 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 complete sentences using words with inflectional endings, including words that change y to i before the ending. | smre_ip_01106 |
| | | Students build words with inflectional endings and use the words to complete sentences. Word choices include those without spelling changes, and those that drop the e before adding the ending. | smre_ip_01242 |
| | | Students practice reading and writing words with inflectional endings that change y to i before the ending is added. | smre_pp_00401 |
| LA.1.RL.P.4.2 | Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings. | 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 read with expression. | smre_di_00309 |
| | | 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 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 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 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 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 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 |
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| | | 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 read one of two decodable texts: "Where Is My Badge?" and "On the Trail." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_01091 |
| | | Students listen to or read the decodable text, "Where Is Dave?" Students read and identify words with the soft sounds for the letters c and g. | smre_ip_01252 |
| | | 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 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 learn how to use phrasing to read with expression. Students also practice reading with the narrator. | smre_di_00327 |
| | | 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 are prompted to read one of two decodable texts: "The Noise" and "Hawks, Claws, and a Straw." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_01149 |
| | | Students are prompted to listen 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 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 read with phrasing. | smre_ip_01251 |
| | | 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 |
| LA.1.RL.MC.5.1 | Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read. | Students listen to or read the decodable text, "A Big Pest!" Students answer literal questions and questions that ask how. They also identify words with final consonant blends. | smre_ip_01089 |
| | | 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 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 an informational text, "Reading Maps and Globes," answer literal questions and how questions, and identify regular plurals. | smre_ip_01082 |

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| | | 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 |
| LA.1.RL.MC.6.1 | Describe the relationship between the illustrations and the characters, setting or events. | Students circle words with short vowel sounds, match pictures to sentences, and cut and paste story events in the correct order. | smre_pp_00383 |
| LA.1.RL.MC.7.1 | Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read. | 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 |
| | | Students learn to retell a story to include important events. | smre_di_00293 |
| LA.1.RL.MC.8.1.c | describe setting; | Students decode words with long vowels to read a story and answer questions about character, setting, and plot. | smre_pp_00408 |
| LA.1.RL.LCS.10.3 | Use inflectional endings and affixes to determine the meaning of unknown words. | 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 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 decode words with long vowels that also end in -ing. Students sequence events using the words first, next, and last. | smre_pp_00403 |
| | | Students will practice reading and writing words with inflectional endings. Word choices include words that drop the letter e before adding the ending. | smre_pp_00453 |
| | | Students learn about the meaning of words that end with -er and -est. | smre_di_00311 |
| | | Students learn to read and understand words with inflectional endings, including those that drop the e before adding the ending. | smre_di_00342 |
| | | 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 practice reading words with inflectional endings, including words that change the y to i before the ending. | smre_ip_01107 |
| | | 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 complete sentences using words with inflectional endings, including words that change y to i before the ending. | smre_ip_01106 |
| | | 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 practice reading and writing words with inflectional endings that change y to i before the ending is added. | smre_pp_00401 |
| LA.1.RI | Reading-Informational Text | | |
| LA.1.RI.P.2.1 | Distinguish long from short vowel sounds in spoken single-syllable words. | Students distinguish between short and long vowel sounds. | smre_ip_01274 |
| | | Students sort short and long vowel sounds. | smre_ip_00976 |
| | | Students identify short and long vowel sounds. | smre_ip_01222 |
| | | Students identify short and long vowel sounds. | smre_ip_01230 |
| LA.1.RI.P.2.2 | Produce single-syllable words by blending sounds, including consonant blends in spoken words. | Students learn to segment and blend words with V/CV, VC/V, and CV syllable patterns. | smre_di_00277 |
| | | Students learn to read words with initial consonant blends. | smre_di_00284 |
| | | Students read words with initial consonant blends. | smre_ip_01048 |
| LA.1.RI.P.2.3 | Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words. | Students learn to read words with initial consonant blends. | smre_di_00284 |
| | | Students read words with initial consonant blends. | smre_ip_01048 |

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| LA.1.RI.P.3.1 | Demonstrate the sound correspondences for common consonant blends and digraphs. | Students learn to read words with initial consonant blends. | smre_di_00284 |
| | | Students identify words with the initial and final consonant digraphs ph, wh, ch, and tch. | smre_ip_01094 |
| | | Students read words with initial consonant blends. | smre_ip_01048 |
| LA.1.RI.P.3.4 | Use final -e and common vowel team conventions to read words with long vowel sounds. | 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, "The Bike." Students read and identify VCe words (long i). | smre_ip_00967 |
| | | 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 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 learn to read VCe words (long i). | smre_di_00254 |
| | | Students learn to read VCe words (long o). | smre_di_00231 |
| | | Students practice reading VCe words (long u and long e). | smre_ip_00818 |
| | | Students listen to or read the decodable text, "A Note for Rose." Students read and identify VCe words (long o). | smre_ip_00892 |
| | | Students will practice reading and writing VCe words (long o sound). | smre_pp_00315 |
| | | Students identify pictures that have the long e and the long u sounds. | smre_ip_00817 |
| | | Students practice reading read VCe words (long o). | smre_ip_00865 |
| | | Students will practice reading VCe words (long a sound) by circling words to match pictures. Students will also use VCe words to complete sentences. | smre_pp_00351 |
| | | Students identify pictures with the long i sound. | smre_ip_00927 |
| | | Students read words with consonant digraphs, silent e, and r-controlled vowels. | smre_pp_00398 |
| | | Students complete sentences using VCe words (long a). | smre_ip_00975 |
| | | Students listen to or read the decodable text, "Kate Wins the Game." Students read and identify VCe words (long a). | smre_ip_01013 |
| | | Students will practice reading and writing VCe words (long i sound). | smre_pp_00344 |
| Students learn to read VCe words (long u and long e). | smre_di_00216 | | |
| Students decode words with long vowels to read a story and answer questions about character, setting, and plot. | smre_pp_00408 | | |
| Students will practice reading VCe words (long u and long e) by circling words that match pictures. | smre_pp_00296 | | |
| Students identify pictures that have the long o sound. | smre_ip_00864 | | |
| Students learn to read VCe words (long a). | smre_di_00259 | | |
| LA.1.RI.P.3.5 | Read words with inflectional endings. | 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 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 decode words with long vowels that also end in -ing. Students sequence events using the words first, next, and last. | smre_pp_00403 |
| | | Students will practice reading and writing words with inflectional endings. Word choices include words that drop the letter e before adding the ending. | smre_pp_00453 |
| | | Students learn about the meaning of words that end with -er and -est. | smre_di_00311 |
| Students learn to read and understand words with inflectional endings, including those that drop the e before adding the ending. | smre_di_00342 | | |

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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 practice reading words with inflectional endings, including words that change the y to i before the ending. | smre_ip_01107 |
| | | 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 complete sentences using words with inflectional endings, including words that change y to i before the ending. | smre_ip_01106 |
| | | Students build words with inflectional endings and use the words to complete sentences. Word choices include those without spelling changes, and those that drop the e before adding the ending. | smre_ip_01242 |
| | | Students practice reading and writing words with inflectional endings that change y to i before the ending is added. | smre_pp_00401 |
| LA.1.RI.P.4.2 | Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings. | 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 read with expression. | smre_di_00309 |
| | | 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 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 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 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 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 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: "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 read one of two decodable texts: "Where Is My Badge?" and "On the Trail." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_01091 |
| | | Students listen to or read the decodable text, "Where Is Dave?" Students read and identify words with the soft sounds for the letters c and g. | smre_ip_01252 |

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| | | 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 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 learn how to use phrasing to read with expression. Students also practice reading with the narrator. | smre_di_00327 |
| | | 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 are prompted to read one of two decodable texts: "The Noise" and "Hawks, Claws, and a Straw." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_01149 |
| | | Students are prompted to listen 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 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 read with phrasing. | smre_ip_01251 |
| | | 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 |
| LA.1.RI.MC.5.1 | Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read. | Students listen to or read the decodable text, "A Big Pest!" Students answer literal questions and questions that ask how. They also identify words with final consonant blends. | smre_ip_01089 |
| | | 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 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 an 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 decodable text, "Baseball Time." Students then identify base words to determine the meaning of compound words and to draw conclusions. | smre_ip_01253 |
| | | 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 |
| LA.1.RI.MC.6.1 | Retell the central idea and key details to summarize a text heard, read, or viewed. | Students read "A Home for Wildlife" and write the main idea for each paragraph. | smre_pp_00441 |
| | | Students read "Living on a Boat," write the main idea and supporting details, identify the correct summary statement, and identify silent consonant blends. | smre_pp_00445 |

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| | | 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 informational text, "Bell and Edison: Two Great Inventors," answer literal questions, identify the main idea, and classify words into sets and groups. | smre_ip_01201 |
| | | Students listen to "Jumping Rope" and learn to retell the story by stating the main idea and supporting details. | smre_di_00332 |
| | | Students listen to or read a informational text, "Six Food Groups for Health," and identify the main idea. | smre_ip_01254 |
| | | Students read a informational text, "The City Zoo," and complete the graphic organizer to identify the main idea and supporting details. | smre_pp_00446 |
| | | Students read a informational text, then circle the main idea and write a title for the passage. | smre_pp_00438 |
| | | 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 |
| LA.1.RI.MC.7.1 | Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed. | Students read two passages, "Grasshopper Loves to Play" and "Ant Loves to Work," and then compare and contrast ideas using a Venn diagram. | smre_pp_00447 |
| LA.1.RI.LCS.9.3 | Use inflectional endings and affixes to determine the meaning of unknown words. | 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 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 decode words with long vowels that also end in -ing. Students sequence events using the words first, next, and last. | smre_pp_00403 |
| | | Students will practice reading and writing words with inflectional endings. Word choices include words that drop the letter e before adding the ending. | smre_pp_00453 |
| | | Students learn about the meaning of words that end with -er and -est. | smre_di_00311 |
| | | Students learn to read and understand words with inflectional endings, including those that drop the e before adding the ending. | smre_di_00342 |
| | | 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 practice reading words with inflectional endings, including words that change the y to i before the ending. | smre_ip_01107 |
| | | 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 complete sentences using words with inflectional endings, including words that change y to i before the ending. | smre_ip_01106 |
| | | 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 practice reading and writing words with inflectional endings that change y to i before the ending is added. | smre_pp_00401 |
| LA.1.RI.LCS.11.2 | Identify the reasons an author gives to support a position. | 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 |
| LA.1.W.L.4.2 | Use singular and plural nouns with matching verbs in basic sentences. | Students learn about regular plurals. | smre_di_00285 |

| South Carolina CCR-ELA Code | South Carolina College and Career-Ready Standards for English Language Arts Kindergarten | SuccessMaker Item Description | Item ID |
|-----------------------------|--|--|---------------|
| | | Students label a picture with the correct word. Correct answers focus on regular plural words. | smre_ip_01050 |
| | | Students read regular plurals and then color the picture that matches the word. | smre_pp_00382 |
| | | Students listen to or read an informational text, "Reading Maps and Globes," answer literal questions and how questions, and identify regular plurals. | smre_ip_01082 |
| | | Students identify regular plurals. | smre_ip_01051 |
| LA.1.W.L.4.5 | Use adjectives and adverbs. | 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 sort adjectives into sets and groups. | smre_ip_01181 |
| | | Students classify adjectives into sets and groups. | smre_ip_01182 |
| | | Students learn that adjectives are describing words. Students also learn to classify words into sets and groups. | smre_di_00325 |
| | | Students read the literary text, "Dan and His Pets," sequence events, compare and contrast, and identify adjectives and high-frequency words. | smre_pp_00435 |
| | | Students read and sort nouns, verbs, and adjectives, then cut and paste words into the correct boxes. | smre_pp_00432 |