



SuccessMaker[®]

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

| My Sidewalks Strand | My Sidewalks Topic | My Sidewalks Skills | SuccessMaker Item Description | Item ID |
|---------------------|-----------------------------------|---------------------|--|----------------|
| Phonics | Blend sounds of letters to decode | Consonant blends | Students complete sentences using words with three-letter consonant blends. | smre_ip_01158 |
| | | | Students complete sentences by spelling words with the consonant patterns ph, gh, ck, and ng. | smre_ip_02311 |
| | | | Students label a picture with the correct word. Correct answers focus on words with three-letter consonant blends. | smre_ip_01157 |
| | | | Students practice reading words with the three-letter consonant blends by cutting out word parts, making words, and writing the words. | smre_pp_00417 |
| | | | Students sort words with the consonant patterns ph, gh, ck, and ng into categories. | smre_pp_02311 |
| | | | Students learn how to spell words with the consonant patterns ph, gh, ck, and ng. | smre_di_02311 |
| | | | Students read the informational text "The Seasons" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and complete sentences by spelling words with the consonant patterns ph, gh, ck, and ng. | smre_itr_02311 |
| | | | Students learn to read that begin with three-letter consonant blends. | smre_di_00313 |
| | | | Students listen to or read the decodable text, "Scrub, Spray, Splash!" Students answer literal questions and questions that ask why and how. Students also read and identify words that begin with three -letter consonant blends. | smre_ip_01196 |
| Phonics | Blend sounds of letters to decode | Consonant digraphs | Students learn to read words with consonant digraphs: sh, th, wh, ch, tch. | smre_di_00003 |
| | | | Students use initial digraphs (sh, th, ph, wh, ch) to fill in the blanks and read the words in context. | smre_pp_00004 |
| | | | Review: Students read "Vinnie's New Toy." Students answer questions about silent consonant pairs, final consonant digraphs, contractions, and compound words. | smre_pp_00061 |
| | | | Students listen to or read the literary text, "Two Trails." Students identify words with the consonant digraphs ch, sh, wh, and th. | smre_ip_00010 |
| | | | Students build words with the consonant digraphs sh, the, wh, ch, and tch. Students will then use the words to complete sentences. | smre_ip_00008 |
| Phonics | Vowels | Short | Students distinguish short and long vowel sounds by identifying pictures and by building words to match the pictures. | smre_ip_00004 |
| | | | Students learn how to spell words with the vowel patterns a, au, augh, and aw. | smre_di_02312 |
| | | | Students distinguish short and long vowel sounds by identifying pictures and building words to match the pictures. | smre_ip_00015 |
| | | | Students complete sentences by spelling words with the vowel patterns a, au, augh, and aw. | smre_ip_02312 |
| Phonics | Vowels | Long | Students read the informational text "Speed" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and complete sentences by spelling words with the vowel patterns a, au, augh, and aw. | smre_itr_02312 |
| | | | Students complete sentences using words with the long vowel patterns o, oa, and ow. | smre_ip_01162 |
| | | | Review: Students read words with long vowel patterns, vowel digraphs, and initial consonant digraphs. | smre_pp_00007 |
| | | | Students listen to or read the decodable text, "Is It True?" Students read and identify words with the long vowel patterns oo, ew, ue, and ui. | smre_ip_00016 |
| | | | Students practice reading words with the long vowel patterns oo, ew, ue, and ui. | smre_pp_00006 |

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| | | | Students label a picture with the correct word. Correct answers focus on words with long vowel patterns. | smre_ip_00014 |
| | | | Students practice reading and writing words with the long vowel patterns a, ai, and ay. | smre_pp_00058 |
| | | | Students identify pictures that have the long e sound. | smre_ip_00033 |
| | | | Students learn how to spell words with the vowel patterns a, au, augh, and aw. | smre_di_02312 |
| | | | Students distinguish short and long vowel sounds by identifying pictures and building words to match the pictures. | smre_ip_00015 |
| | | | Students listen to or read the decodable text, "Stay Away, Bugs!" Students read and identify words with the long vowel patterns a, ai, and ay. | smre_ip_00166 |
| | | | Students learn to read words with long vowel patterns: i, ie, igh, and y. | smre_di_00002 |
| | | | Students complete sentences by spelling words with the vowel patterns a, au, augh, and aw. | smre_ip_02312 |
| | | | Students learn to read words with long vowel patterns: a, ai, and ay. | smre_di_00040 |
| | | | Students identify sentences with errors and then correct the sentences with words that have the long vowel patterns a, ai, and ay. | smre_ip_00142 |
| | | | Students learn to read words with long vowel patterns: oo, ew, ue, and ui. | smre_di_00005 |
| | | | Students learn to read words with long vowel patterns: o, oa, and ow. | smre_di_00315 |
| | | | Students learn to read words with long vowel patterns: e, ea, ee, and y. | smre_di_00010 |
| | | | Students identify pictures that have the long i sound. | smre_ip_00005 |
| | | | Students practice reading words with the long vowel patterns e, ee, ea, and y. | smre_pp_00014 |
| | | | Students practice reading and writing words with the long vowel patterns o, oa, and ow. | smre_pp_00420 |
| | | | Students distinguish short and long vowel sounds by identifying pictures and by building words to match the pictures. | smre_ip_00004 |
| | | | Students listen to or read the literary text, "Mouse and Hound." Students read words with the long vowel patterns e, ea, ee, and y. | smre_ip_00035 |
| | | | Students complete sentences using words with the long vowel patterns oo, ew, ue, and ui. | smre_ip_00013 |
| | | | Students listen to or read the decodable text, "Rose Flies Home." Students read and identify words with the long vowel patterns i, ie, igh, and y. | smre_ip_00007 |
| | | | Students read the decodable text, "Sam's Stroll." Students read and identify words with the long vowel patterns o, oa, and ow. | smre_ip_01198 |
| Phonics | Vowels | r-Controlled | Students read the decodable text, "Herb Helps Out." Students recognize the sounds and spellings of r-controlled vowels (er, ir, and ur). | smre_itr_02374 |
| | | | Students learn to recognize the sounds and spellings of r-controlled vowels: ar, or, ore, and oar. | smre_di_00030 |
| | | | Students practice reading r-controlled vowels (er, ir, ur) by circling the correct word for each picture. | smre_pp_02374 |
| | | | Students complete sentences using words with the r-controlled vowels er, ir, and ur. | smre_ip_02374 |
| | | | Students sort words with the r-controlled vowels ar, or, ore and oar. | smre_ip_00137 |
| | | | Students listen to or read the literary text, "The Missing Spider." Students also recognize the sounds and spellings of r-controlled vowels (ar, or, ore). | smre_ip_00148 |

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| | | | Students recognize the sounds and spellings of r-controlled vowels (ar, or, and ore). Students circle words with r-controlled vowels. Students then cut and paste the picture below the matching sentence. | smre_pp_00045 |
| | | | Students recognize the sounds and spellings of r-controlled vowels by identifying pictures and building words to match the pictures. | smre_ip_00138 |
| | | | Review: Students read "The Lost Scarf." Students answer questions about dialogue and narration, r-controlled vowels, characteristics of a mystery, and drawing conclusions. | smre_pp_00048 |
| | | | Students learn to recognize the sounds and spellings of r-controlled vowels: er, ir, and ur. | smre_di_02374 |
| Phonics | Vowels | Digraphs | Review: Students read words with long vowel patterns, vowel digraphs, and initial consonant digraphs. | smre_pp_00007 |
| Phonics | Vowels | Diphthongs | Students complete sentences by spelling words with the vowel diphthongs ou, ow, oi, and oy. | smre_ip_02310 |
| | | | Students learn to spell words with the vowel diphthongs ou, ow, oi, and oy. | smre_di_02310 |
| | | | Students read the informational text "What is a Swamp?" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and complete sentences by spelling words with the vowel diphthongs ou, ow, oi, and oy. | smre_itr_02310 |
| | | | Students sort words with the vowel diphthongs ou, ow, oi, and oy into categories. | smre_pp_02310 |
| Phonics | Vowels | Other vowel patterns | Students read the informational text "Speed" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and complete sentences by spelling words with the vowel patterns a, au, augh, and aw. | smre_itr_02312 |
| | | | Students complete sentences using words with the long vowel patterns o, oa, and ow. | smre_ip_01162 |
| | | | Review: Students read words with long vowel patterns, vowel digraphs, and initial consonant digraphs. | smre_pp_00007 |
| | | | Students listen to or read the decodable text, "Is It True?" Students read and identify words with the long vowel patterns oo, ew, ue, and ui. | smre_ip_00016 |
| | | | Students practice reading words with the long vowel patterns oo, ew, ue, and ui. | smre_pp_00006 |
| | | | Students label a picture with the correct word. Correct answers focus on words with long vowel patterns. | smre_ip_00014 |
| | | | Students practice reading and writing words with the long vowel patterns a, ai, and ay. | smre_pp_00058 |
| | | | Students identify pictures that have the long e sound. | smre_ip_00033 |
| | | | Students learn how to spell words with the vowel patterns a, au, augh, and aw. | smre_di_02312 |
| | | | Students listen to or read the decodable text, "Stay Away, Bugs!" Students read and identify words with the long vowel patterns a, ai, and ay. | smre_ip_00166 |
| | | | Students learn to read words with long vowel patterns: i, ie, igh, and y. | smre_di_00002 |
| | | | Students complete sentences by spelling words with the vowel patterns a, au, augh, and aw. | smre_ip_02312 |
| | | | Students learn to read words with long vowel patterns: a, ai, and ay. | smre_di_00040 |

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| | | | Students read the informational text "What is a Swamp?" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and complete sentences by spelling words with the vowel diphthongs ou, ow, oi, and oy. | smre_itr_02310 |
| | | | Students identify sentences with errors and then correct the sentences with words that have the long vowel patterns a, ai, and ay. | smre_ip_00142 |
| | | | Students learn to read words with long vowel patterns: oo, ew, ue, and ui. | smre_di_00005 |
| | | | Students learn to read words with long vowel patterns: o, oa, and ow. | smre_di_00315 |
| | | | Students learn to read words with long vowel patterns: e, ea, ee, and y. | smre_di_00010 |
| | | | Students identify pictures that have the long i sound. | smre_ip_00005 |
| | | | Students practice reading words with the long vowel patterns e, ee, ea, and y. | smre_pp_00014 |
| | | | Students sort words with the vowel patterns a, au, augh, and aw into categories. | smre_pp_02312 |
| | | | Students practice reading and writing words with the long vowel patterns o, oa, and ow. | smre_pp_00420 |
| | | | Students listen to or read the literary text, "Mouse and Hound." Students read words with the long vowel patterns e, ea, ee, and y. | smre_ip_00035 |
| | | | Students complete sentences using words with the long vowel patterns oo, ew, ue, and ui. | smre_ip_00013 |
| | | | Students listen to or read the decodable text, "Rose Flies Home." Students read and identify words with the long vowel patterns i, ie, igh, and y. | smre_ip_00007 |
| | | | Students read the decodable text, "Sam's Stroll." Students read and identify words with the long vowel patterns o, oa, and ow. | smre_ip_01198 |
| Phonics | Decode words with common word parts | Base words and inflected endings | Students will learn about doubling consonants before adding inflected endings to words. | smre_di_00004 |
| | | | Students practice doubling the consonant before adding the inflectional endings -ed and -ing to words. | smre_pp_00005 |
| | | | Students identify sentences with errors and then correct the sentences with words that have inflectional endings. The word choices include words that double the consonant before the inflectional ending. | smre_ip_00011 |
| | | | Students listen to or read the decodable text, "Lifting." Students read and identify words with inflectional endings, including words that double the consonant before the ending. | smre_ip_00012 |
| | | | Students build words with inflectional endings and then use those words to complete sentences. | smre_ip_00025 |
| Phonics | Decode words with common word parts | Contractions | Students make contractions and match the word pair to the correct contraction (not, is, us, are, have). Then students use the contractions to complete sentences. | smre_pp_00059 |
| | | | Students learn to identify the two words that make up a contraction (not, is/has, will, are/were). | smre_di_00041 |
| | | | Students listen to or read the literary text, "Where'd It Go?" Students identify contractions using not, is/has, will, are/were). | smre_ip_00167 |
| | | | Review: Students read "Vinnie's New Toy." Students answer questions about silent consonant pairs, final consonant digraphs, contractions, and compound words. | smre_pp_00061 |

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| | | | Students build words with the two words that make up a contraction and then use those words to complete sentences. | smre_ip_00144 |
| | | | Students identify the two words that make up a contraction (not, is/has, will, are/were). | smre_ip_00145 |
| Phonics | Decode words with common word parts | Compounds | Students recognize compound words and match the words in the word boxes to make compound words. | smre_pp_00060 |
| | | | Students learn to identify the two words that make up a compound word. | smre_di_00042 |
| | | | Students build compound words and then use the words to complete sentences. | smre_ip_00147 |
| | | | Review: Students read "Vinnie's New Toy." Students answer questions about silent consonant pairs, final consonant digraphs, contractions, and compound words. | smre_pp_00061 |
| | | | Students listen to or read the literary text, "The Missing Bike." Students identify the two words that make up a compound word. | smre_ip_00168 |
| Phonics | Decode words with common word parts | Suffixes and prefixes | Students build words with the final syllables -tion, -ture, and -ion. Students then use the words to complete sentences. | smre_ip_02371 |
| | | | Students build words using base words and the prefixes un-, re-, pre-, and dis-. Students then use the words to complete sentences. | smre_ip_02375 |
| | | | Students listen to or read the decodable text, "Hiking the Hard Way." Students use prefixes (mis-, mid-, micro-, non-) and base words to identify the meanings of words. | smre_itr_02373 |
| | | | Students learn to use base words and suffixes (-ly, -ful, -er, -or, -ish) to identify the meaning of words. | smre_di_00043 |
| | | | Students learn about words that end in -er and -est. | smre_di_02368 |
| | | | Students identify sentences with errors and then correct the sentences with words that have the prefixes mis-, mid-, micro-, and non-. | smre_ip_02373 |
| | | | Students listen to or read the decodable text, "Helpless Randy." Students use base words and suffixes (-ness, -less, -able, and -ible) to determine the meanings of words. | smre_itr_02372 |
| | | | Students listen to or read the decodable text, "My Future," and identify words with the final syllables -tion, -ture, and -ion. | smre_itr_02371 |
| | | | Students practice reading and writing words with the suffixes -ness, -less, -ible, and -able. | smre_pp_02372 |
| | | | Students read the decodable text, "Restful Hobbies." Students use base words and suffixes (-ly, -ful, -er, -or, -ish) to determine the meaning of words. | smre_itr_02309 |
| | | | Students listen to or read the decodable text, "Faster, Colder, Brighter." Students read and identify words that end in -er and -est. | smre_itr_02368 |
| | | | Students build words using base words and the suffixes -ly, -ful, -er, -or, and -ish. Students then use the words to complete sentences. | smre_ip_00181 |
| | | | Students will complete sentences using words with the suffixes -ly, -ful, -er, -or, and -ish. | smre_pp_00062 |
| | | | Students identify sentences with errors and then correct the sentences with words that have the suffixes -ness, -less, -able, and -ible. | smre_ip_02372 |
| | | | Students practice reading and writing words using the prefixes un-, re-, pre-, and dis-. | smre_pp_02375 |
| | | | Students learn to read words with the final syllables -tion, -ture, and -ion. | smre_di_02371 |
| | | | Students build words with comparative endings and then use the words to complete sentences. | smre_ip_02368 |

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| | | | Students learn to use prefixes (mis-, mid-, micro-, non-) and base words to identify the meanings of words. | smre_di_02373 |
| | | | Students practice adding the prefixes micro-, mid-, mis-, and non- to words. | smre_pp_02373 |
| | | | Students learn to use base words and suffixes (-ness, -less, -able, -ible) to identify the meaning of words. | smre_di_02372 |
| | | | Students complete sentences using words that end with -tion, -ture, and -ion. | smre_pp_02371 |
| | | | Students learn to use prefixes (un-, re-, pre-, dis-) and base words to identify the meaning of words. | smre_di_02375 |
| | | | Students practice reading and writing words with comparative endings. | smre_pp_02368 |
| | | | Students listen to or read the decodable text, "In the Woods." Students use prefixes (un-, re-, pre-, dis-) and base words to determine the meanings of words. | smre_itr_02375 |
| Reading Fluency | Read aloud fluently with accuracy, comprehension, and appropriate pace/rate | Read aloud fluently with accuracy, comprehension, and appropriate pace/rate | Students are prompted to fluently read the one of two literary texts: "Let's Play Ball" and "The Relay Race." Readings are recorded and students are prompted to save their best recording for teacher assessment. | smre_ip_00125 |
| | | | Students are prompted to read the literary text, "Mouse and Hound, and the informational text, "Alaska: The Land of White and Gold." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00040 |
| | | | Students are prompted to fluently read one of two literary texts: "Sam's Stroll" or "The Missing Bike." Readings are recorded and students are prompted to save their best recording for teacher assessment. | smre_ip_00067 |
| | | | Students are prompted to fluently read one of two literary texts: "A Day at the Races" or "A Good Egg." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00180 |
| | | | Students are prompted to listen to or read one of two informational texts: "Sarah's Special Place" or "Horses." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_01268 |
| | | | Students are prompted to listen to or read one of two decodable texts: "Herb Helps Out" or "Things to Do." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00128 |
| | | | Students are prompted to read the informational text, "Penguins: Birds or Fish?" and the literary text, "Two Trails." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00039 |
| | | | Students are prompted to fluently read the informational text, "Polar Bears," or the literary text, "Treasure Garden." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00086 |
| | | | Students are prompted to fluently read one of two literary texts: "The Three Little Gila Monsters" or "The Lost Lucky Shirt." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00054 |

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| | | | Students are prompted to fluently read one of two informational texts: "A Forest Full of Trees" or "Speed." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00131 |
| | | | Students read with phrasing. | smre_ip_00747 |
| | | | Students are prompted to listen to or read one of two literary texts: "Play Date" and "Scrub, Spray, Splash!" They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00020 |
| | | | Students are prompted to listen to or read one of two informational texts: "The Life Cycle of Snakes" and "Bears." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00177 |
| | | | Students are prompted to read one of two literary texts: "Twin Sisters" or "Hurricane Trackers." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_01272 |
| | | | Students are prompted to read one of two literary texts, "Save Those Nuts," and "Jackrabbit and Roadrunner." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00134 |
| | | | Students are prompted to read one of two decodable texts: "Mrs. Jenkins" and "My Future." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00178 |
| | | | Students are prompted to fluently read one of two literary texts: "The Shopping List" or "The Pancake Signs." Readings are recorded and the students are prompted to save the best recording for teacher assessment. | smre_ip_00179 |
| Reading Fluency | Work toward appropriate fluency goals 70-90 WCPM | Work toward appropriate fluency goals 70-90 WCPM | Students are prompted to fluently read the one of two literary texts: "Let's Play Ball" and "The Relay Race." Readings are recorded and students are prompted to save their best recording for teacher assessment. | smre_ip_00125 |
| | | | Students are prompted to read the literary text, "Mouse and Hound, and the informational text, "Alaska: The Land of White and Gold." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00040 |
| | | | Students are prompted to fluently read one of two literary texts: "Sam's Stroll" or "The Missing Bike." Readings are recorded and students are prompted to save their best recording for teacher assessment. | smre_ip_00067 |
| | | | Students are prompted to fluently read one of two literary texts: "A Day at the Races" or "A Good Egg." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00180 |
| | | | Students are prompted to listen to or read one of two informational texts: "Sarah's Special Place" or "Horses." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_01268 |

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| | | | Students are prompted to listen to or read one of two decodable texts: "Herb Helps Out" or "Things to Do." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00128 |
| | | | Students are prompted to read the informational text, "Penguins: Birds or Fish?" and the literary text, "Two Trails." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00039 |
| | | | Students are prompted to fluently read the informational text, "Polar Bears," or the literary text, "Treasure Garden." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00086 |
| | | | Students are prompted to fluently read one of two literary texts: "The Three Little Gila Monsters" or "The Lost Lucky Shirt." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00054 |
| | | | Students are prompted to fluently read one of two informational texts: "A Forest Full of Trees" or "Speed." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00131 |
| | | | Students read with phrasing. | smre_ip_00747 |
| | | | Students are prompted to listen to or read one of two literary texts: "Play Date" and "Scrub, Spray, Splash!" They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00020 |
| | | | Students are prompted to listen to or read one of two informational texts: "The Life Cycle of Snakes" and "Bears." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00177 |
| | | | Students are prompted to read one of two literary texts: "Twin Sisters" or "Hurricane Trackers." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_01272 |
| | | | Students are prompted to read one of two literary texts, "Save Those Nuts," and "Jackrabbit and Roadrunner." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00134 |
| | | | Students are prompted to read one of two decodable texts: "Mrs. Jenkins" and "My Future." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00178 |
| | | | Students are prompted to fluently read one of two literary texts: "The Shopping List" or "The Pancake Signs." Readings are recorded and the students are prompted to save the best recording for teacher assessment. | smre_ip_00179 |
| Vocabulary (Oral and Written) | Develop vocabulary through direct instruction, concrete experiences, reading, and listening to text read aloud | Use concept vocabulary | Students complete sentences using grade-level content words. | smre_ip_00084 |

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| | | | Students match grade-level content words to their meanings. | smre_ip_00209 |
| | | | Students identify sentences with errors and then correct the sentences with grade-level content words. | smre_ip_00064 |
| | | | Students match grade-level content words to their meanings. | smre_ip_01219 |
| | | | Students complete sentences using grade-level content words. | smre_ip_01269 |
| | | | Students match grade-level content words to their meanings. | smre_ip_00083 |
| | | | Students match grade-level content words to their meanings. | smre_ip_01277 |
| | | | Students match grade-level content words to their meanings. | smre_ip_00210 |
| | | | Students identify sentences with errors, then correct the sentences with grade-level content words. | smre_ip_00017 |
| | | | Students complete sentences using grade-level content words. | smre_ip_00055 |
| | | | Students listen to or read the informational text, "How Frogs Grow." Students also answer literal questions, sequence events, identify supporting details, and know the meaning of grade-level content words. | smre_ip_00079 |
| | | | Students match grade-level content words to their meanings. | smre_ip_00041 |
| | | | Students identify sentences with errors, then correct the sentences with grade-level content words. | smre_ip_00036 |
| | | | Students match grade-level content words to their meanings. | smre_ip_00208 |
| | | | Students match grade-level content words to their meanings. | smre_ip_00171 |
| | | | Students match grade-level content words to their meanings. | smre_ip_00211 |
| | | | Students match grade-level content words to their meanings. | smre_ip_00169 |
| | | | Students complete sentences using grade-level content words. | smre_ip_01275 |
| | | | Students match grade-level content words to their meanings. | smre_ip_00175 |
| | | | Students match grade-level content words to their meanings. | smre_ip_00173 |
| | | | Students identify sentences with errors and then correct the sentences with grade-level content words. | smre_ip_00051 |
| Vocabulary (Oral and Written) | Use context clues | Use context clues | Students listen to or read the literary text, "The Three Gila Monsters." Students also recognize plot elements (beginning, middle, and end) and use context to determine meanings of words. | smre_ip_00044 |
| Text Comprehension | Comprehension Strategies | Make predictions | Students learn to confirm predictions based on information from text. | smre_di_00013 |
| | | | Students listen to or read the literary text, "Jackrabbit and Roadrunner." Students confirm predictions based on information from text and answer literal questions. | smre_ip_00048 |
| | | | Students make predictions. Students read the paragraph and choose the best prediction. | smre_pp_00019 |
| Text Comprehension | Comprehension Strategies | Ask and answer questions | Students read a friendly letter. Students then answer questions using QAR strategies. | smre_pp_00459 |
| | | | Review: Students read the paragraph and answer literal questions. | smre_pp_00016 |

| My Sidewalks Strand | My Sidewalks Topic | My Sidewalks Skills | SuccessMaker Item Description | Item ID |
|---------------------|--------------------------|---|---|----------------|
| | | | Students listen to or read the decodable text, "Scrub, Spray, Splash!" Students answer literal questions and questions that ask why and how. Students also read and identify words that begin with three -letter consonant blends. | smre_ip_01196 |
| Text Comprehension | Comprehension Strategies | Recognize story structure: characters, plot, setting | Students identify elements of character. Students read "The Puppy" and answer the questions. | smre_pp_00063 |
| | | | Students answer questions about setting. | smre_ip_00056 |
| | | | Students learn to recognize the elements of plot: beginning, middle, and end. | smre_di_00012 |
| | | | Students learn to identify a character's actions, motives, emotions, traits, and feelings. | smre_di_00044 |
| | | | Students will read the literary passage "Mayflower Babysitters" and identify characters' actions, motives, emotions, traits, and feelings; identify cause-and-effect relationships; draw conclusions; and identify adjectives and articles. | smre_itr_02303 |
| | | | Students read the fictional passage, "The Big Day." Students answer questions about setting and draw conclusions. | smre_pp_00039 |
| | | | Students listen to or read the literary text, "Lost Lucky Shirt." Students also answer questions about the setting of the story and use prior knowledge to understand unfamiliar words. | smre_ip_00158 |
| | | | Students will read the literary passage "More Important than Mud" and distinguish fact from opinion; identify characters' actions, motives, emotions, traits, and feelings; identify cause-and-effect relationships; summarize text; and identify prepositions and prepositional phrases. | smre_itr_02307 |
| | | | Students listen to or read the literary text, "Save Those Nuts." Students identify a character's actions, motives, emotions, traits, and feelings. | smre_ip_00191 |
| | | | Review: Students read "Tim's Hidden Talent." Students answer questions about theme, character traits, affixes and base words. | smre_pp_00064 |
| | | | Students listen to or read the literary text, "The Relay Race." Students answer questions about main characters, setting, theme, and plot. | smre_ip_00161 |
| | | | Review: Students read "Summer Storms," identify the main idea and elements of plot (beginning, middle, and end), make predictions, and summarize text. | smre_pp_00021 |
| | | | Students learn to answer questions about setting. | smre_di_00024 |
| | | | Students listen to or read the literary text, "The Three Gila Monsters." Students also recognize plot elements (beginning, middle, and end) and use context to determine meanings of words. | smre_ip_00044 |
| Text Comprehension | Comprehension Strategies | Summarize text by retelling stories or identifying main ideas | Students read the informational text "Speed" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and complete sentences by spelling words with the vowel patterns a, au, augh, and aw. | smre_itr_02312 |
| | | | Students will read the informational text "Becoming a Butterfly" and answer Right There questions, make inferences, identify the correct sequence of events, summarize text, and identify adverbs. | smre_itr_02304 |
| | | | Students are prompted to read the literary text, "Mouse and Hound, and the informational text, "Alaska: The Land of White and Gold." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00040 |

| My Sidewalks Strand | My Sidewalks Topic | My Sidewalks Skills | SuccessMaker Item Description | Item ID |
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| | | | Students will read the informational text "Ansel Adams: A Life in Pictures" and answer Right There questions, identify the correct sequence of events, determine the author's purpose, summarize text, and identify subjects and predicates in sentences. | smre_itr_02306 |
| | | | Students are prompted to fluently read one of two literary texts: "Sam's Stroll" or "The Missing Bike." Readings are recorded and students are prompted to save their best recording for teacher assessment. | smre_ip_00067 |
| | | | Students retell the main idea of a passage. Students read each passage and underline the main idea. Students then summarize the main idea. | smre_pp_00031 |
| | | | Students summarize text. Students use the words in the word bank to complete sentences about the water cycle. | smre_pp_00024 |
| | | | Students listen to or read the informational text, "Sara's Special Place: The Desert." Students identify the main idea of a passage and characters' feelings. Students also answer literal questions and draw conclusions. | smre_ip_00042 |
| | | | Review: Students read "Wasps and Bees," compare and contrast text features, draw conclusions, and summarize. | smre_pp_00052 |
| | | | Students are prompted to read the informational text, "Penguins: Birds or Fish?" and the literary text, "Two Trails." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00039 |
| | | | Students are prompted to fluently read one of two literary texts: "The Three Little Gila Monsters" or "The Lost Lucky Shirt." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00054 |
| | | | Students listen to or read the informational text, "The Life Cycle of Snakes." Students summarize text and answer questions about sequence of events. | smre_ip_00062 |
| | | | Students learn to summarize text. | smre_di_00014 |
| | | | Students listen to or read the informational text, "Are Castles Real?" Students also identify main ideas and supporting details and know the meaning of grade-level content words. | smre_ip_00081 |
| | | | Students retell the main idea. Students also read each paragraph and write the main idea. | smre_pp_00023 |
| | | | Students listen to or read the informational text, "Horses." Students also identify main ideas and supporting details. | smre_ip_00059 |
| | | | Students learn to identify the main idea of a passage. | smre_di_00016 |
| | | | Students read the informational text "What is a Swamp?" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and complete sentences by spelling words with the vowel diphthongs ou, ow, oi, and oy. | smre_itr_02310 |
| | | | Students read the informational text "The Seasons" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and complete sentences by spelling words with the consonant patterns ph, gh, ck, and ng. | smre_itr_02311 |

| My Sidewalks Strand | My Sidewalks Topic | My Sidewalks Skills | SuccessMaker Item Description | Item ID |
|---------------------|----------------------|----------------------------------|---|----------------|
| | | | Students are prompted to listen to or read one of two literary texts: "Play Date" and "Scrub, Spray, Splash!" They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00020 |
| | | | Students listen to or read the literary text, "The Cleanup Crew." Students draw conclusions, sequence events, and summarize text. | smre_ip_00093 |
| | | | Students learn to summarize text. | smre_di_00017 |
| | | | Students will read the informational text "Olfaction: Your Sense of Smell" and answer Right There questions, identify the correct sequence of events, determine the author's purpose, summarize text, and identify action and linking verbs. | smre_itr_02302 |
| | | | Students will read the literary passage "More Important than Mud" and distinguish fact from opinion; identify characters' actions, motives, emotions, traits, and feelings; identify cause-and-effect relationships; summarize text; and identify prepositions and prepositional phrases. | smre_itr_02307 |
| | | | Students retell the main idea. Students also read "Beth's Plan" and answer the questions. | smre_pp_00017 |
| | | | Review: Students read the informational text, "How to Plant a Garden." Students answer questions about tables, maps, sequence events, and main idea. | smre_pp_00032 |
| | | | Students will read the informational text "The Highest Court" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and identify common and proper nouns. | smre_itr_02300 |
| | | | Students learn to identify the explicit main idea. | smre_di_00011 |
| | | | Students summarize text. Students also read a story and complete the questions. | smre_pp_00020 |
| | | | Students learn to identify explicit and implicit main ideas. | smre_di_00021 |
| | | | Students will read the literary passage "Elena's Vote" and answer Right There questions and questions about theme; identify characters' actions, motives, emotions, traits, and feelings; summarize text; and identify pronouns. | smre_itr_02301 |
| | | | Students listen to or read the informational text, "The Saguaro." Students also identify the main idea of a passage, summarize information, and know the meaning of grade-level content words. | smre_ip_00050 |
| | | | Review: Students read "A Monsoon," use titles, table of contents, and chapter headings, and they answer questions about the main idea. | smre_pp_00026 |
| Text Comprehension | Comprehension Skills | Compare and contrast | Review: Students read "A Day at the Park." Students answer questions about fantasy and realism, cause and effect, and comparing and contrasting. | smre_pp_00068 |
| | | | Review: Students read "Summer Vacation." Students answer questions about theme, comparing and contrasting, and problem and solution. | smre_pp_00056 |
| Text Comprehension | Comprehension Skills | Main idea and supporting details | Review: Students read "Summer Storms," identify the main idea and elements of plot (beginning, middle, and end), make predictions, and summarize text. | smre_pp_00021 |