



SuccessMaker®

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

| ReadyGen Unit | ReadyGen Module | ReadyGen Strand | ReadyGen Skill | SuccessMaker Item Description | Item ID |
|---------------|-----------------|---------------------|---|---|----------------|
| Unit 1 | Module A | Reading: Literature | Describe characters in a story and explain how their traits and actions | Students read the passage "Two Foolish Frogs." They answer questions and identify the correct sequence of events. | smre_pp_00124 |
| | | | | Students learn to identify the correct sequence of events. | smre_di_00091 |
| | | | | Students identify the correct sequence of events. | smre_ip_00319 |
| Unit 1 | Module A | Reading: Literature | Determine the meaning of words and phrases as they are used in a | Students read the passage "Johnny Appleseed." They match words to their meanings and answer questions about the story. | smre_pp_00136 |
| | | | | Review: Students read the passage "Paul Bunyan and Babe the Blue Ox." They practice comparing and contrasting, identifying word meaning, and recognizing cause and effect. | smre_pp_00137 |
| Unit 1 | Module A | Reading: Literature | Understand that characters' actions impact the sequence of events in a | Students read the passage "Two Foolish Frogs." They answer questions and identify the correct sequence of events. | smre_pp_00124 |
| | | | | Students learn to identify the correct sequence of events. | smre_di_00091 |
| | | | | Students identify the correct sequence of events. | smre_ip_00319 |
| Unit 1 | Module A | Language | Form and use regular plural nouns. | Students read regular and irregular plurals. | smre_ip_00219 |
| | | | | Students read the passage "New York City." Students complete the regular and irregular noun charts. | smre_pp_00080 |
| | | | | Students learn to use regular and irregular plurals (s, es, ies). | smre_di_00060 |
| Unit 1 | Module A | Reading: Literature | Describe characters' traits and feelings. | Students listen to or read the literary text, "Building From the Past." Students also identify characters' feelings, traits, and emotions; determine the meaning of multiple meaning words; and recognize | smre_ip_00329 |
| | | | | Students learn to retell a story to include characters, setting, and important events. | smre_di_00090 |
| | | | | Students read the passage "Florida Fay." They identify elements of character by completing the graphic organizer. | smre_pp_00134 |
| | | | | Students read the passages "The White Buffalo Calf Woman" and "Echo." Students practice retelling a story with characters, setting, | smre_pp_00122 |
| | | | | Students learn to identify characters' actions, motives, emotions, traits, and feelings. | smre_di_00098 |
| | | | | Students listen to or read the literary text, "Carrie's Book Club." Students also answer questions about plot elements (rising action, conflict, climax, falling action, and resolution) and identify characters' actions, motives, emotions, traits, and feelings. | smre_ip_00332 |
| | | | | Students read the literary text, "Car Wash: A Family's Fundraiser." Then students identify characters' traits and motives, make inferences and answer literal questions, including who, where, when, and what. Students also use their knowledge of | smre_itr_02377 |
| | | | | Students listen to or read the literary text, "A Bag of Hope." Students also identify characters' actions, emotions, and motives; answer "how" questions, and summarize the text. | smre_ip_00333 |
| | | | | Students listen to or read the folktale, "Coyote Saves the Day." Students also retell the story to include characters, setting and important events, and draw conclusions. | smre_ip_00330 |
| | | | | Students listen to or read the folktale, "Anansi and the Beetle." Students also sequence events, answer questions about the setting, and characters' traits and feelings. | smre_ip_00331 |
| | | | | Students listen to or read the fairy tale, "The Enchanted Pear." They determine the meaning of multiple-meaning words (homophones), and identify characters' actions, motives and traits. | smre_ip_00322 |
| | | | | Students listen to or read the traditional story "Drought Buster." Students identify characters' actions, motives, emotions, traits, and feelings, draw conclusions, summarize text, and identify elements | smre_ip_00369 |
| | | | | Students will read the literary passage "Paul Bunyan and the Baby Bottle" and answer questions about setting and characters, identify cause-and-effect relationships, summarize text, and identify | smre_itr_02320 |
| Unit 1 | Module A | Language | Explain uses of verbs. | Students will sort past tense, present tense, and future tense verbs. | smre_ip_02316 |
| Unit 1 | Module A | Language | Understand characters' motivations and actions. | Students read the passage "The Lion and the Mouse." They match plot elements to the correct parts of the story. | smre_pp_00140 |
| | | | | Students read the passage "Florida Fay." They identify elements of character by completing the graphic organizer. | smre_pp_00134 |
| | | | | Students learn to identify characters' actions, motives, emotions, traits, and feelings. | smre_di_00098 |
| | | | | Students listen to or read the literary text, "Carrie's Book Club." Students also answer questions about plot elements (rising action, conflict, climax, falling action, and resolution) and identify characters' actions, motives, emotions, traits, and feelings. | smre_ip_00332 |
| | | | | Students learn to recognize elements of plot (rising action, conflict, climax, falling action, and resolution). | smre_di_00103 |
| | | | | Students listen to or read the traditional story "Drought Buster." Students identify characters' actions, motives, emotions, traits, and feelings, draw conclusions, summarize text, and identify elements | smre_ip_00369 |

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|---------------|-----------------|---------------------|---|---|----------------|
| | | | | Students listen to or read the literary text, "The Locked Door." Students also recognize plot elements (rising action, conflict, climax, falling action, and resolution) and draw conclusions. | smre_ip_00374 |
| Unit 1 | Module A | Language | Use context clues to determine the meanings of words and phrases. | Students identify grade-level content words using text, image, and audio clues. | smre_ip_00244 |
| | | | | Students listen to or read the informational text, "Old Faithful." Students also answer literal, "what-if," "why," and "how" questions, identify main ideas, summarize the text, and use context | smre_ip_00287 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00240 |
| Unit 1 | Module A | Language | Form and use simple verb tenses. | Students will sort past tense, present tense, and future tense verbs. | smre_ip_02316 |
| Unit 1 | Module A | Reading: Literature | Describe how characters in the story solved their problems over | Students read the passage "The Lion and the Mouse." They match plot elements to the correct parts of the story. | smre_pp_00140 |
| | | | | Students read the passage "Florida Fay." They identify elements of character by completing the graphic organizer. | smre_pp_00134 |
| | | | | Students learn to identify characters' actions, motives, emotions, traits, and feelings. | smre_di_00098 |
| | | | | Students listen to or read the literary text, "Carrie's Book Club." Students also answer questions about plot elements (rising action, conflict, climax, falling action, and resolution) and identify characters' actions, motives, emotions, traits, and feelings. | smre_ip_00332 |
| | | | | Students learn to recognize elements of plot (rising action, conflict, climax, falling action, and resolution). | smre_di_00103 |
| | | | | Students listen to or read the traditional story "Drought Buster." Students identify characters' actions, motives, emotions, traits, and feelings, draw conclusions, summarize text, and identify elements | smre_ip_00369 |
| | | | | Students listen to or read the literary text, "The Locked Door." Students also recognize plot elements (rising action, conflict, climax, falling action, and resolution) and draw conclusions. | smre_ip_00374 |
| Unit 1 | Module A | Reading: Literature | Distinguish literal and nonliteral meanings of words and phrases in | Students learn to distinguish between figurative and literal language. | smre_di_00071 |
| | | | | Students read the poem "A Fish Story." Students answer questions and practice distinguishing between figurative and literal language. | smre_pp_00096 |
| | | | | Students listen to or read the literary texts, "Hold on Tight" and "Flying Tiger." Students also distinguish between figurative and | smre_ip_00279 |
| Unit 1 | Module A | Reading: Literature | Identify narrator or character point | Students learn to determine point of view. | smre_di_00099 |
| | | | | Students determine point of view by sorting. | smre_ip_00359 |
| | | | | Students determine point of view by sorting. | smre_pp_00135 |
| | | | | Students listen to or read the literary text, "Mighty Fishy Haircut." Students also determine point of view and answer "why" questions. | smre_ip_00370 |
| Unit 1 | Module A | Language | Form and use irregular plural | Students read regular and irregular plurals. | smre_ip_00219 |
| | | | | Students will read the informational text "Seasons of the Tundra" and answer Right There questions, identify cause-and-effect relationships, determine the author's purpose, distinguish fact from opinion, and complete sentences by correctly spelling words with | smre_itr_02325 |
| | | | | Students listen to or read the informational text, "New York Travel Guide." Students also identify irregular plurals and the main idea. | smre_ip_00231 |
| | | | | Students will write the correct irregular plural that matches the | smre_pp_02325 |
| | | | | Students read the passage "New York City." Students complete the regular and irregular noun charts. | smre_pp_00080 |
| | | | | Review: Students read the passage "Yankee Stadium." Students use question-and-answer relationships to answer questions, practice irregular plurals, and practice affixes and base words. | smre_pp_00082 |
| | | | | Students learn to use regular and irregular plurals (s, es, ies). | smre_di_00060 |
| | | | | Students will complete sentences by spelling words that are | smre_ip_02325 |
| | | | | Students will learn to spell irregular plural words. | smre_di_02325 |
| Unit 1 | Module A | Language | Use sentence-level context as a | Students identify grade-level content words using text, image, and | smre_ip_00244 |
| | | | | Students listen to or read the informational text, "Old Faithful." Students also answer literal, "what-if," "why," and "how" questions, identify main ideas, summarize the text, and use context | smre_ip_00287 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00240 |
| Unit 1 | Module A | Language | Form and use irregular verbs. | Review: Students read the passage "The Lady Doctor." Students answer questions about the main idea and practice identifying | smre_pp_00101 |
| Unit 1 | Module A | Language | Form and use verbs that end in y. | Students will learn about main verbs and helping verbs. | smre_di_02316 |

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|---------------|-----------------|---------------------|---|---|----------------|
| | | | | Students will read sentences and identify different types of verbs. | smre_pp_02316 |
| Unit 1 | Module A | Reading: Literature | Demonstrate how characters identify problems and find | Students read the passage "The Lion and the Mouse." They match plot elements to the correct parts of the story. | smre_pp_00140 |
| | | | | Students read the passage "Florida Fay." They identify elements of character by completing the graphic organizer. | smre_pp_00134 |
| | | | | Students learn to identify characters' actions, motives, emotions, traits, and feelings. | smre_di_00098 |
| | | | | Students listen to or read the literary text, "Carrie's Book Club." Students also answer questions about plot elements (rising action, conflict, climax, falling action, and resolution) and identify characters' actions, motives, emotions, traits, and feelings. | smre_ip_00332 |
| | | | | Students learn to recognize elements of plot (rising action, conflict, climax, falling action, and resolution). | smre_di_00103 |
| | | | | Students listen to or read the traditional story "Drought Buster." Students identify characters' actions, motives, emotions, traits, and feelings, draw conclusions, summarize text, and identify elements | smre_ip_00369 |
| | | | | Students listen to or read the literary text, "The Locked Door." Students also recognize plot elements (rising action, conflict, climax, falling action, and resolution) and draw conclusions. | smre_ip_00374 |
| Unit 1 | Module A | Language | Explain the function of pronouns. | Students will learn about subject, object, and possessive pronouns. | smre_di_02323 |
| | | | | Students will determine whether sentences are correct or incorrect and then fix incorrect sentences by choosing the correct pronoun. | smre_ip_02323 |
| | | | | Students will read sentences and identify subject, object, and possessive pronouns. | smre_pp_02323 |
| | | | | Students will read the literary passage "The Mystery of the Two Michaels" and answer Right There and Think and Search questions; identify the correct sequence of events; determine the author's purpose; summarize text; and identify subject, object, and | smre_itr_02323 |
| Unit 1 | Module A | Foundational Skills | Decode and read two-syllable words with short vowels. | Students listen to or read the informational text, "The First National Park." Students also read multisyllabic words and answer literal | smre_ip_00286 |
| | | | | Students read the passage "The Dry Tortugas." Students identify multisyllabic words by completing a three-column graphic | smre_pp_00106 |
| | | | | Students learn to read multisyllabic words. | smre_di_00078 |
| | | | | Review: Students read the passage "Junior Rangers." Students practice identifying fact and opinion, drawing conclusions, multisyllabic words, and inferential and evaluative questions. | smre_pp_00110 |
| | | | | Students label a picture with the correct word. Correct answers focus on multisyllabic words. | smre_ip_00271 |
| | | | | Students listen to or read the informational text, "Planning a Trip to Land Between the Lakes." Students also make and confirm predictions based on information from text, as well as, identify synonyms and antonyms, identify the main idea, read multisyllabic | smre_ip_00283 |
| | | | | Students label a picture with the correct word. Correct answers focus on multisyllabic words. | smre_ip_00274 |
| | | | | Students build multisyllabic words. | smre_ip_00270 |
| Unit 1 | Module A | Foundational Skills | Read grade-level text with appropriate rate. | Students are prompted to listen to or read one of two nonfiction passages: "Father's of Physics" or "Soccer." They record their retells of the passage. Each student is prompted to save the best recording | smre_ip_00303 |
| | | | | Students are prompted to read one of two fiction passages: "Coyote Saves the Day" or "Anansi and the Beetle." Readings are recorded and timed. Then students are prompted to save the best recording | smre_ip_00212 |
| | | | | Students read phrases fluently. | smre_ip_00764 |
| | | | | Students are prompted to fluently read the informational text, "The Ancient Ones," or the literary text, "The Visitors." Readings are recorded and students are prompted to save the best recording for | smre_ip_00214 |
| | | | | Students read phrases fluently. | smre_ip_00751 |
| | | | | Students are prompted to fluently read one of two literary texts, "Lamb's Lesson" or "A Giant Fairy Tale." Readings are recorded and students are prompted to save the best recording for teacher | smre_ip_00305 |
| | | | | Students learn to read and reread to increase familiarity. | smre_di_00094 |
| | | | | Students read phrases fluently. | smre_ip_00761 |
| | | | | Students are prompted to fluently read the informational text, "The First National Park," or the literary text, "Skate Park." Readings are recorded and the students are prompted to save the best recording | smre_ip_00349 |
| | | | | Students are prompted to read one of two fiction passages: "Might Fishy Haircut" or "Building From the Past." Readings are recorded and timed. Then students are prompted to save the best recording | smre_ip_00257 |
| | | | | Students read phrases fluently. | smre_ip_00276 |
| | | | | Students are prompted to read the nonfiction passage "Jazz Masters" or the fiction passage "A Bag of Hope" and record their retells of the passage. Students are prompted to save the best | smre_ip_00258 |

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|---------------|-----------------|---------------------|--|---|---------------|
| | | | | Students are prompted to listen to or read one of two literary texts: "My Greatest Trip Ever!" or "Where Is Mrs. Garcia?" They record their retells of the passage. Each student is prompted to save the | smre_ip_00256 |
| | | | | Students read phrases fluently. | smre_ip_00755 |
| | | | | Students read phrases fluently. | smre_ip_00753 |
| | | | | Students are prompted to read one of two literary texts, "Pets in the White House" or "How Medicine Began." Readings are recorded and timed. Then each student is prompted to save the best | smre_ip_00347 |
| | | | | Students practice fluently reading the passage "Lamb's Lesson." | smre_pp_00144 |
| | | | | Students are prompted to fluently read one of two informational texts: "The Stories Flags Tell" or "Great Adventure in the Great Northwest." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00213 |
| | | | | Students practice fluently reading the passage "Skate Park." | smre_pp_00091 |
| | | | | Students are prompted to listen to or read the informational text, "Lady Liberty Gets a Face Lift," or the literary text, "Drought Buster." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00348 |
| | | | | Students read phrases fluently. | smre_ip_00763 |
| | | | | Students read phrases fluently. | smre_ip_00750 |
| | | | | Students read phrases fluently. | smre_ip_00759 |
| | | | | Students are prompted to fluently read one of two literary texts: "The Locked Door" or "The Baseball Game." Readings are recorded and the students are prompted to save the best recording for | smre_ip_00304 |
| | | | | Students are prompted to fluently read one of two nonfiction passages: "George Washington Carver" or "Machu Picchu: City of Mystery." Readings are recorded and students are prompted to | smre_ip_00259 |
| | | | | Students read phrases fluently. | smre_ip_00762 |
| | | | | Students are prompted to fluently read the nonfiction passage "Protecting the Park" or the fiction passage "Carrie's Book Club." Readings are recorded and students are prompted to save the best | smre_ip_00260 |
| | | | | Students read phrases fluently. | smre_ip_00757 |
| | | | | Students practice fluently reading the passages "Carrie's Book Club" and "A Bag of Hope." | smre_pp_00127 |
| | | | | Students learn to read with phrasing. | smre_di_00081 |
| | | | | Students read phrases fluently. | smre_ip_00760 |
| | | | | Students are prompted to read one of two nonfiction passages: "Icy Icebergs" or "Planning a Trip to the Land Between the Lakes." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00302 |
| | | | | Students are prompted to fluently read the informational text: "Pioneer Toys," or the literary text, "High-Tech Pets." Readings are recorded and the students are prompted to save the best recording | smre_ip_00350 |
| | | | | Students read phrases fluently. | smre_ip_00752 |
| | | | | Students read phrases fluently. | smre_ip_00754 |
| | | | | Students read phrases fluently. | smre_ip_00758 |
| | | | | Students read phrases fluently. | smre_ip_00756 |
| | | | | Students practice fluently reading the passage "Old Faithful." | smre_pp_00109 |
| Unit 1 | Module A | Foundational Skills | Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive | Students are prompted to listen to or read one of two nonfiction passages: "Father's of Physics" or "Soccer." They record their retells of the passage. Each student is prompted to save the best recording | smre_ip_00303 |
| | | | | Students are prompted to read one of two fiction passages: "Coyote Saves the Day" or "Anansi and the Beetle." Readings are recorded and timed. Then students are prompted to save the best recording | smre_ip_00212 |
| | | | | Students read phrases fluently. | smre_ip_00764 |
| | | | | Students are prompted to fluently read the informational text, "The Ancient Ones," or the literary text, "The Visitors." Readings are recorded and students are prompted to save the best recording for | smre_ip_00214 |
| | | | | Students read phrases fluently. | smre_ip_00751 |
| | | | | Students learn to read with expression. | smre_di_00106 |
| | | | | Students are prompted to fluently read one of two literary texts, "Lamb's Lesson" or "A Giant Fairy Tale." Readings are recorded and students are prompted to save the best recording for teacher | smre_ip_00305 |
| | | | | Students learn to read and reread to increase familiarity. | smre_di_00094 |
| | | | | Students read phrases fluently. | smre_ip_00761 |
| | | | | Students are prompted to fluently read the informational text, "The First National Park," or the literary text, "Skate Park." Readings are recorded and the students are prompted to save the best recording | smre_ip_00349 |
| | | | | Students are prompted to read one of two fiction passages: "Might Fishy Haircut" or "Building From the Past." Readings are recorded and timed. Then students are prompted to save the best recording | smre_ip_00257 |

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| | | | | Students read phrases fluently. | smre_ip_00276 |
| | | | | Students are prompted to read the nonfiction passage "Jazz Masters" or the fiction passage "A Bag of Hope" and record their retells of the passage. Students are prompted to save the best | smre_ip_00258 |
| | | | | Students are prompted to listen to or read one of two literary texts: "My Greatest Trip Ever!" or "Where Is Mrs. Garcia?" They record their retells of the passage. Each student is prompted to save the | smre_ip_00256 |
| | | | | Students read phrases fluently. | smre_ip_00755 |
| | | | | Students read phrases fluently. | smre_ip_00753 |
| | | | | Students are prompted to read one of two literary texts, "Pets in the White House" or "How Medicine Began." Readings are recorded and timed. Then each student is prompted to save the best | smre_ip_00347 |
| | | | | Students practice fluently reading the passage "Lamb's Lesson." | smre_pp_00144 |
| | | | | Students are prompted to fluently read one of two informational texts: "The Stories Flags Tell" or "Great Adventure in the Great Northwest." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00213 |
| | | | | Students practice fluently reading the passage "Skate Park." | smre_pp_00091 |
| | | | | Students are prompted to listen to or read the informational text, "Lady Liberty Gets a Face Lift," or the literary text, "Drought Buster." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00348 |
| | | | | Students read phrases fluently. | smre_ip_00763 |
| | | | | Students read phrases fluently. | smre_ip_00750 |
| | | | | Students read phrases fluently. | smre_ip_00759 |
| | | | | Students are prompted to fluently read one of two literary texts: "The Locked Door" or "The Baseball Game." Readings are recorded and the students are prompted to save the best recording for | smre_ip_00304 |
| | | | | Students are prompted to fluently read one of two nonfiction passages: "George Washington Carver" or "Machu Picchu: City of Mystery." Readings are recorded and students are prompted to | smre_ip_00259 |
| | | | | Students read phrases fluently. | smre_ip_00762 |
| | | | | Students are prompted to fluently read the nonfiction passage "Protecting the Park" or the fiction passage "Carrie's Book Club." Readings are recorded and students are prompted to save the best | smre_ip_00260 |
| | | | | Students read phrases fluently. | smre_ip_00757 |
| | | | | Students practice fluently reading the passages "Carrie's Book Club" and "A Bag of Hope." | smre_pp_00127 |
| | | | | Students learn to read with phrasing. | smre_di_00081 |
| | | | | Students read phrases fluently. | smre_ip_00760 |
| | | | | Students are prompted to read one of two nonfiction passages: "Icy Icebergs" or "Planning a Trip to the Land Between the Lakes." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00302 |
| | | | | Students are prompted to fluently read the informational text: "Pioneer Toys," or the literary text, "High-Tech Pets." Readings are recorded and the students are prompted to save the best recording | smre_ip_00350 |
| | | | | Students read phrases fluently. | smre_ip_00752 |
| | | | | Students read phrases fluently. | smre_ip_00754 |
| | | | | Students read phrases fluently. | smre_ip_00758 |
| | | | | Students read phrases fluently. | smre_ip_00756 |
| | | | | Students practice fluently reading the passage "Old Faithful." | smre_pp_00109 |
| Unit 1 | Module A | Foundational Skills | Decode multisyllable words. | Students listen to or read the informational text, "The First National Park." Students also read multisyllabic words and answer literal | smre_ip_00286 |
| | | | | Students read the passage "The Dry Tortugas." Students identify multisyllabic words by completing a three-column graphic | smre_pp_00106 |
| | | | | Students learn to read multisyllabic words. | smre_di_00078 |
| | | | | Review: Students read the passage "Junior Rangers." Students practice identifying fact and opinion, drawing conclusions, multisyllabic words, and inferential and evaluative questions. | smre_pp_00110 |
| | | | | Students label a picture with the correct word. Correct answers focus on multisyllabic words. | smre_ip_00271 |
| | | | | Students listen to or read the informational text, "Planning a Trip to Land Between the Lakes." Students also make and confirm predictions based on information from text, as well as, identify synonyms and antonyms, identify the main idea, read multisyllabic | smre_ip_00283 |
| | | | | Students label a picture with the correct word. Correct answers focus on multisyllabic words. | smre_ip_00274 |
| | | | | Students build multisyllabic words. | smre_ip_00270 |
| Unit 1 | Module A | Foundational Skills | Decode and read words with the long vowel digraphs ee, ea, ai, ay, | Students build words with long vowel patterns. | smre_ip_00314 |

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| | | | | Students read words with long vowel patterns. | smre_ip_00215 |
| | | | | Students listen to or read the informational text, "Jazz Masters." Students also summarize text, answer literal questions, draw valid conclusions, and identify words with long vowel patterns and vowel | smre_ip_00282 |
| Unit 1 | Module B | Language | Use context clues to understand | Students identify grade-level content words using text, image, and | smre_ip_00244 |
| | | | | Students listen to or read the informational text, "Old Faithful." Students also answer literal, "what-if," "why," and "how" questions, identify main ideas, summarize the text, and use context | smre_ip_00287 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00240 |
| Unit 1 | Module B | Reading: Information | Understand how to convey information about main ideas and | Students learn to use text features to aid in understanding and chunking information. | smre_di_00086 |
| | | | | Review: Students read the passage "Our Sun." Students practice synonyms and antonyms, drawing conclusions, and using tables, | smre_pp_00105 |
| | | | | Students listen to or read the informational text, "Soccer." Students also compare and contrast ideas, answer "why" questions, understand grade-level content words, and use text features to | smre_ip_00326 |
| | | | | Students listen to or read the informational text, "Fathers of Physics." Students also read words with irregular vowel variants and vowel diphthongs (ou), answer literal questions, and use chapter | smre_ip_00280 |
| | | | | Students read the informational text, "After the Storm: Galveston Rebuilds." Then students identify main ideas, use chapter headings to locate information, compare and contrast within selected texts, and answer literal questions, including who, where, when, and what. Students also use their knowledge of word relationships (synonyms and antonyms) to better understand the meaning of | smre_itr_02378 |
| Unit 1 | Module B | Reading: Information | Use text features to locate information relevant to a given | Students learn to use text features to aid in understanding and chunking information. | smre_di_00086 |
| | | | | Review: Students read the passage "Our Sun." Students practice synonyms and antonyms, drawing conclusions, and using tables, | smre_pp_00105 |
| | | | | Students listen to or read the informational text, "Soccer." Students also compare and contrast ideas, answer "why" questions, understand grade-level content words, and use text features to | smre_ip_00326 |
| | | | | Students listen to or read the informational text, "Fathers of Physics." Students also read words with irregular vowel variants and vowel diphthongs (ou), answer literal questions, and use chapter | smre_ip_00280 |
| | | | | Students read the informational text, "After the Storm: Galveston Rebuilds." Then students identify main ideas, use chapter headings to locate information, compare and contrast within selected texts, and answer literal questions, including who, where, when, and what. Students also use their knowledge of word relationships (synonyms and antonyms) to better understand the meaning of | smre_itr_02378 |
| Unit 1 | Module B | Reading: Information | Describe characters in a story and explain how their traits and actions | Students read the passage "Two Foolish Frogs." They answer questions and identify the correct sequence of events. | smre_pp_00124 |
| | | | | Students learn to identify the correct sequence of events. | smre_di_00091 |
| | | | | Students identify the correct sequence of events. | smre_ip_00319 |
| Unit 1 | Module B | Reading: Information | Describe the relationship between scientific concepts using cause and effect. | Students will read the informational text "Seasons of the Tundra" and answer Right There questions, identify cause-and-effect relationships, determine the author's purpose, distinguish fact from opinion, and complete sentences by correctly spelling words with | smre_itr_02325 |
| | | | | Students will read the informational text "Volcano Robot" and answer Think and Search questions, draw conclusions, identify cause-and-effect relationships, make inferences, and complete sentences by correctly spelling words with silent consonants. | smre_itr_02326 |
| | | | | Students identify cause-and-effect relationships that are stated or implied in text. | smre_ip_00312 |
| | | | | Students will read the informational text "No Ordinary Valley" and answer Right There, Think and Search, and Text and You questions; identify cause-and-effect relationships; distinguish fact from opinion; and complete sentences by correctly spelling words with | smre_itr_02327 |
| | | | | Review: Students read the passage "What Causes an Earthquake?" Students practice cause and effect, using a thesaurus, and | smre_pp_00097 |
| | | | | Students read the passage "The Big Red Fruit." Students complete the graphic organizer and practice recognizing cause and effect. | smre_pp_00094 |
| | | | | Students listen to or read the informational text, "The Ancient Ones." Students also identify main ideas and recognize cause and | smre_ip_00328 |

| ReadyGen Unit | ReadyGen Module | ReadyGen Strand | ReadyGen Skill | SuccessMaker Item Description | Item ID |
|---------------|-----------------|----------------------|--|--|----------------|
| | | | | Students will read the informational text "The Seven Characteristics of Living Things" and identify cause-and-effect relationships, draw conclusions, paraphrase information, make inferences, determine the author's purpose, and identify the subject and predicate of a | smre_itr_02321 |
| Unit 1 | Module B | Language | Form and use comparative and | Students will learn about comparative and superlative adjectives. | smre_di_02317 |
| | | | | Students will read sentences and underline comparative adjectives and circle superlative adjectives. | smre_pp_02317 |
| | | | | Students will sort comparative and superlative adjectives. | smre_ip_02317 |
| | | | | Students will read the literary passage "Searching for the Slow One" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and identify comparative and | smre_itr_02317 |
| Unit 1 | Module B | Reading: Information | Describe cause and effect. | Students will read the informational text "Seasons of the Tundra" and answer Right There questions, identify cause-and-effect relationships, determine the author's purpose, distinguish fact from opinion, and complete sentences by correctly spelling words with | smre_itr_02325 |
| | | | | Students will read the informational text "Volcano Robot" and answer Think and Search questions, draw conclusions, identify cause-and-effect relationships, make inferences, and complete sentences by correctly spelling words with silent consonants. | smre_itr_02326 |
| | | | | Students identify cause-and-effect relationships that are stated or implied in text. | smre_ip_00312 |
| | | | | Students will read the informational text "No Ordinary Valley" and answer Right There, Think and Search, and Text and You questions; identify cause-and-effect relationships; distinguish fact from opinion; and complete sentences by correctly spelling words with | smre_itr_02327 |
| | | | | Students listen to or read the informational texts, "Bottlenose Dolphins" and "Botos." Students then compare and contrast ideas, draw conclusions, and identify supporting details using evidence | smre_ip_00229 |
| | | | | Review: Students read the passage "What Causes an Earthquake?" Students practice cause and effect, using a thesaurus, and | smre_pp_00097 |
| | | | | Students read the magazine article "Toys of Yesterday and Today." Students complete a three-column chart and practice comparing | smre_pp_00077 |
| | | | | Students read the passage "The Big Red Fruit." Students complete the graphic organizer and practice recognizing cause and effect. | smre_pp_00094 |
| | | | | Students listen to or read the informational text, "The Ancient Ones." Students also identify main ideas and recognize cause and | smre_ip_00328 |
| | | | | Students will read the informational text "The Seven Characteristics of Living Things" and identify cause-and-effect relationships, draw conclusions, paraphrase information, make inferences, determine the author's purpose, and identify the subject and predicate of a | smre_itr_02321 |
| Unit 1 | Module B | Foundational Skills | Read grade-level text with appropriate rate. | Students are prompted to listen to or read one of two nonfiction passages: "Father's of Physics" or "Soccer." They record their retells of the passage. Each student is prompted to save the best recording | smre_ip_00303 |
| | | | | Students are prompted to read one of two fiction passages: "Coyote Saves the Day" or "Anansi and the Beetle." Readings are recorded and timed. Then students are prompted to save the best recording | smre_ip_00212 |
| | | | | Students read phrases fluently. | smre_ip_00764 |
| | | | | Students are prompted to fluently read the informational text, "The Ancient Ones," or the literary text, "The Visitors." Readings are recorded and students are prompted to save the best recording for | smre_ip_00214 |
| | | | | Students read phrases fluently. | smre_ip_00751 |
| | | | | Students are prompted to fluently read one of two literary texts, "Lamb's Lesson" or "A Giant Fairy Tale." Readings are recorded and students are prompted to save the best recording for teacher | smre_ip_00305 |
| | | | | Students learn to read and reread to increase familiarity. | smre_di_00094 |
| | | | | Students read phrases fluently. | smre_ip_00761 |
| | | | | Students are prompted to fluently read the informational text, "The First National Park," or the literary text, "Skate Park." Readings are recorded and the students are prompted to save the best recording | smre_ip_00349 |
| | | | | Students are prompted to read one of two fiction passages: "Might Fishy Haircut" or "Building From the Past." Readings are recorded and timed. Then students are prompted to save the best recording | smre_ip_00257 |
| | | | | Students read phrases fluently. | smre_ip_00276 |
| | | | | Students are prompted to read the nonfiction passage "Jazz Masters" or the fiction passage "A Bag of Hope" and record their retells of the passage. Students are prompted to save the best | smre_ip_00258 |
| | | | | Students are prompted to listen to or read one of two literary texts: "My Greatest Trip Ever!" or "Where Is Mrs. Garcia?" They record their retells of the passage. Each student is prompted to save the | smre_ip_00256 |
| | | | | Students read phrases fluently. | smre_ip_00755 |
| | | | | Students read phrases fluently. | smre_ip_00753 |

| ReadyGen Unit | ReadyGen Module | ReadyGen Strand | ReadyGen Skill | SuccessMaker Item Description | Item ID |
|---------------|-----------------|---------------------|--|---|---------------|
| | | | | Students are prompted to read one of two literary texts, "Pets in the White House" or "How Medicine Began." Readings are recorded and timed. Then each student is prompted to save the best | smre_ip_00347 |
| | | | | Students practice fluently reading the passage "Lamb's Lesson." | smre_pp_00144 |
| | | | | Students are prompted to fluently read one of two informational texts: "The Stories Flags Tell" or "Great Adventure in the Great Northwest." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00213 |
| | | | | Students practice fluently reading the passage "Skate Park." | smre_pp_00091 |
| | | | | Students are prompted to listen to or read the informational text, "Lady Liberty Gets a Face Lift," or the literary text, "Drought Buster." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00348 |
| | | | | Students read phrases fluently. | smre_ip_00763 |
| | | | | Students read phrases fluently. | smre_ip_00750 |
| | | | | Students read phrases fluently. | smre_ip_00759 |
| | | | | Students are prompted to fluently read one of two literary texts: "The Locked Door" or "The Baseball Game." Readings are recorded and the students are prompted to save the best recording for | smre_ip_00304 |
| | | | | Students are prompted to fluently read one of two nonfiction passages: "George Washington Carver" or "Machu Picchu: City of Mystery." Readings are recorded and students are prompted to | smre_ip_00259 |
| | | | | Students read phrases fluently. | smre_ip_00762 |
| | | | | Students are prompted to fluently read the nonfiction passage "Protecting the Park" or the fiction passage "Carrie's Book Club." Readings are recorded and students are prompted to save the best | smre_ip_00260 |
| | | | | Students read phrases fluently. | smre_ip_00757 |
| | | | | Students practice fluently reading the passages "Carrie's Book Club" and "A Bag of Hope." | smre_pp_00127 |
| | | | | Students learn to read with phrasing. | smre_di_00081 |
| | | | | Students read phrases fluently. | smre_ip_00760 |
| | | | | Students are prompted to read one of two nonfiction passages: "Icy Icebergs" or "Planning a Trip to the Land Between the Lakes." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00302 |
| | | | | Students are prompted to fluently read the informational text: "Pioneer Toys," or the literary text, "High-Tech Pets." Readings are recorded and the students are prompted to save the best recording | smre_ip_00350 |
| | | | | Students read phrases fluently. | smre_ip_00752 |
| | | | | Students read phrases fluently. | smre_ip_00754 |
| | | | | Students read phrases fluently. | smre_ip_00758 |
| | | | | Students read phrases fluently. | smre_ip_00756 |
| | | | | Students practice fluently reading the passage "Old Faithful." | smre_pp_00109 |
| Unit 1 | Module B | Foundational Skills | Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive | Students are prompted to listen to or read one of two nonfiction passages: "Father's of Physics" or "Soccer." They record their retells of the passage. Each student is prompted to save the best recording | smre_ip_00303 |
| | | | | Students are prompted to read one of two fiction passages: "Coyote Saves the Day" or "Anansi and the Beetle." Readings are recorded and timed. Then students are prompted to save the best recording | smre_ip_00212 |
| | | | | Students read phrases fluently. | smre_ip_00764 |
| | | | | Students are prompted to fluently read the informational text, "The Ancient Ones," or the literary text, "The Visitors." Readings are recorded and students are prompted to save the best recording for | smre_ip_00214 |
| | | | | Students read phrases fluently. | smre_ip_00751 |
| | | | | Students learn to read with expression. | smre_di_00106 |
| | | | | Students are prompted to fluently read one of two literary texts, "Lamb's Lesson" or "A Giant Fairy Tale." Readings are recorded and students are prompted to save the best recording for teacher | smre_ip_00305 |
| | | | | Students learn to read and reread to increase familiarity. | smre_di_00094 |
| | | | | Students read phrases fluently. | smre_ip_00761 |
| | | | | Students are prompted to fluently read the informational text, "The First National Park," or the literary text, "Skate Park." Readings are recorded and the students are prompted to save the best recording | smre_ip_00349 |
| | | | | Students are prompted to read one of two fiction passages: "Might Fishy Haircut" or "Building From the Past." Readings are recorded and timed. Then students are prompted to save the best recording | smre_ip_00257 |
| | | | | Students read phrases fluently. | smre_ip_00276 |
| | | | | Students are prompted to read the nonfiction passage "Jazz Masters" or the fiction passage "A Bag of Hope" and record their retells of the passage. Students are prompted to save the best | smre_ip_00258 |

| ReadyGen Unit | ReadyGen Module | ReadyGen Strand | ReadyGen Skill | SuccessMaker Item Description | Item ID |
|---------------|-----------------|----------------------|---|---|----------------|
| | | | | Students are prompted to listen to or read one of two literary texts: "My Greatest Trip Ever!" or "Where Is Mrs. Garcia?" They record their retells of the passage. Each student is prompted to save the | smre_ip_00256 |
| | | | | Students read phrases fluently. | smre_ip_00755 |
| | | | | Students read phrases fluently. | smre_ip_00753 |
| | | | | Students are prompted to read one of two literary texts, "Pets in the White House" or "How Medicine Began." Readings are recorded and timed. Then each student is prompted to save the best | smre_ip_00347 |
| | | | | Students practice fluently reading the passage "Lamb's Lesson." | smre_pp_00144 |
| | | | | Students are prompted to fluently read one of two informational texts: "The Stories Flags Tell" or "Great Adventure in the Great Northwest." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00213 |
| | | | | Students practice fluently reading the passage "Skate Park." | smre_pp_00091 |
| | | | | Students are prompted to listen to or read the informational text, "Lady Liberty Gets a Face Lift," or the literary text, "Drought Buster." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00348 |
| | | | | Students read phrases fluently. | smre_ip_00763 |
| | | | | Students read phrases fluently. | smre_ip_00750 |
| | | | | Students read phrases fluently. | smre_ip_00759 |
| | | | | Students are prompted to fluently read one of two literary texts: "The Locked Door" or "The Baseball Game." Readings are recorded and the students are prompted to save the best recording for | smre_ip_00304 |
| | | | | Students are prompted to fluently read one of two nonfiction passages: "George Washington Carver" or "Machu Picchu: City of Mystery." Readings are recorded and students are prompted to | smre_ip_00259 |
| | | | | Students read phrases fluently. | smre_ip_00762 |
| | | | | Students are prompted to fluently read the nonfiction passage "Protecting the Park" or the fiction passage "Carrie's Book Club." Readings are recorded and students are prompted to save the best | smre_ip_00260 |
| | | | | Students read phrases fluently. | smre_ip_00757 |
| | | | | Students practice fluently reading the passages "Carrie's Book Club" and "A Bag of Hope." | smre_pp_00127 |
| | | | | Students learn to read with phrasing. | smre_di_00081 |
| | | | | Students read phrases fluently. | smre_ip_00760 |
| | | | | Students are prompted to read one of two nonfiction passages: "Icy Icebergs" or "Planning a Trip to the Land Between the Lakes." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00302 |
| | | | | Students are prompted to fluently read the informational text: "Pioneer Toys," or the literary text, "High-Tech Pets." Readings are recorded and the students are prompted to save the best recording | smre_ip_00350 |
| | | | | Students read phrases fluently. | smre_ip_00752 |
| | | | | Students read phrases fluently. | smre_ip_00754 |
| | | | | Students read phrases fluently. | smre_ip_00758 |
| | | | | Students read phrases fluently. | smre_ip_00756 |
| | | | | Students practice fluently reading the passage "Old Faithful." | smre_pp_00109 |
| Unit 1 | Module B | Foundational Skills | Decode and read words with /ou/ spelled ou and ow and /oi/ spelled oi and oy. | Students read the passage "The Writer Who Created Charlotte." Students answer questions and practice decoding words with irregular vowel variants and diphthongs. | smre_pp_00098 |
| | | | | Students read words with irregular vowel variants. | smre_ip_00362 |
| | | | | Students listen to or read the informational text, "Fathers of Physics." Students also read words with irregular vowel variants and vowel diphthongs (ou), answer literal questions, and use chapter | smre_ip_00280 |
| Unit 2 | Module A | Reading: Information | Determine the main idea of a text and recount the key details. | Students listen to or read the informational text, "George Washington Carver." Students also distinguish the main idea from supporting details, answer literal questions, and draw valid | smre_ip_00281 |
| | | | | Students will read the informational text, "A Super Journey." Students also use question-and-answer relationships (Right There), identify the main idea, determine the author's purpose, summarize | smre_itr_02319 |
| | | | | Students read the passage "Chris Van Allsburg." Students answer questions about stated and implied main ideas. | smre_pp_00143 |
| | | | | Students listen to or read the informational text, "Lady Liberty Gets a Face-Lift." Students also identify the main idea, draw valid conclusions, answer literal questions, and identify affixes and base | smre_ip_00232 |
| | | | | Students learn to identify the main idea and supporting details of a | smre_di_00088 |
| | | | | Review: Students read the passage "The Lady Doctor." Students answer questions about the main idea and practice identifying | smre_pp_00101 |

| ReadyGen Unit | ReadyGen Module | ReadyGen Strand | ReadyGen Skill | SuccessMaker Item Description | Item ID |
|---------------|-----------------|----------------------|---|---|----------------|
| | | | | Students listen to or read the informational text, "Pioneer Toys." Students also draw conclusions, distinguish fiction from nonfiction, compare and contrast ideas, and identify the main idea of the | smre_ip_00228 |
| | | | | Students listen to or read the informational text, "Planning a Trip to Land Between the Lakes." Students also make and confirm predictions based on information from text, as well as, identify synonyms and antonyms, identify the main idea, read multisyllabic | smre_ip_00283 |
| | | | | Students listen to or read the informational text, "Old Faithful." Students also answer literal, "what-if," "why," and "how" questions, identify main ideas, summarize the text, and use context | smre_ip_00287 |
| | | | | Students identify the main idea of a passage. | smre_ip_00316 |
| | | | | Students learn to distinguish the main idea from supporting details. | smre_di_00073 |
| | | | | Students listen to or read the informational text, "Machu Picchu: City of Mystery." Students also identify explicit and implicit main ideas and answer literal and "why" questions. | smre_ip_00376 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students read the myth "A Man and His Wife." They identify the main idea and supporting details by completing a graphic organizer. | smre_pp_00120 |
| | | | | Students read the passage "The Farmer's Friend." Students complete the graphic organizer to distinguish the main idea from | smre_pp_00099 |
| | | | | Students learn to identify explicit and implicit main ideas. | smre_di_00105 |
| | | | | Students listen to or read the informational text, "The Ancient Ones." Students also identify main ideas and recognize cause and | smre_ip_00328 |
| | | | | Students read the informational text, "After the Storm: Galveston Rebuilds." Then students identify main ideas, use chapter headings to locate information, compare and contrast within selected texts, and answer literal questions, including who, where, when, and what. Students also use their knowledge of word relationships (synonyms and antonyms) to better understand the meaning of | smre_itr_02378 |
| Unit 2 | Module A | Foundational Skills | Use context clues to understand vocabulary. | Students identify grade-level content words using text, image, and audio clues. | smre_ip_00244 |
| | | | | Students listen to or read the informational text, "Old Faithful." Students also answer literal, "what-if," "why," and "how" questions, identify main ideas, summarize the text, and use context | smre_ip_00287 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students identify grade-level content words using text, image, and audio clues. | smre_ip_00240 |
| Unit 2 | Module A | Reading: Information | Determine the meaning of and use academic and domain-specific | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02378 |
| | | | | Students use word relationships to match words to sentences. | smre_ip_02378 |
| | | | | Students will read the fictional blog, "Pets in the White House." Students will then identify the main idea and supporting details, answer inferential questions, draw valid conclusions, understand the author's purpose, and answer literal questions, including who, where, when, and what. Students also use their knowledge of | smre_itr_02380 |
| | | | | Students learn about morphological families to determine the meaning of academic vocabulary terms. | smre_di_02380 |
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00298 |
| | | | | Students use a graphic organizer to brainstorm ideas about whether wild animals should be allowed to be pets. Students then write a paragraph stating their opinion on the topic and using at least two academic vocabulary words from the lesson. | smre_pp_02380 |
| | | | | Students learn the meaning of academic vocabulary terms. | smre_di_02379 |
| | | | | Students learn the meaning of academic vocabulary terms. | smre_di_02376 |
| | | | | Students read the literary text, "Car Wash: A Family's Fundraiser." Then students identify characters' traits and motives, make inferences and answer literal questions, including who, where, when, and what. Students also use their knowledge of | smre_itr_02377 |
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00385 |
| | | | | Students complete sentences using academic vocabulary words. | smre_ip_02376 |
| | | | | Students complete sentences using grade-level content words. | smre_ip_00380 |
| | | | | Students complete sentences using academic vocabulary words. | smre_ip_02379 |
| | | | | Students practice using word relationships to better understand the meaning of academic vocabulary words. | smre_pp_02381 |

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| | | | | Students practice using academic vocabulary words by interviewing classmates about their pets and writing a report about what they | smre_pp_02379 |
| | | | | Students practice using word relationships to better understand the meaning of academic vocabulary words. | smre_pp_02378 |
| | | | | Students complete sentences, using grade-level content words. | smre_ip_00339 |
| | | | | Students practice using their knowledge of morphological families to understand academic vocabulary words. | smre_pp_02377 |
| | | | | Students practice using context clues to better understand the meaning of academic vocabulary words. | smre_pp_02376 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students learn about morphological families to determine the meaning of academic vocabulary terms. | smre_di_02377 |
| | | | | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02381 |
| | | | | Students read the informational text, "After the Storm: Galveston Rebuilds." Then students identify main ideas, use chapter headings to locate information, compare and contrast within selected texts, and answer literal questions, including who, where, when, and what. Students also use their knowledge of word relationships (synonyms and antonyms) to better understand the meaning of | smre_itr_02378 |
| | | | | Students will read the fictional interview, "Pets." Students will then identify the author's viewpoint and bias, distinguish facts from opinions, recognize organizational patterns for a listing, and answer literal questions. Students will also use context clues to determine | smre_itr_02379 |
| Unit 2 | Module A | Language | Use context clues. | Students identify grade-level content words using text, image, and | smre_ip_00244 |
| | | | | Students listen to or read the informational text, "Old Faithful." Students also answer literal, "what-if," "why," and "how" questions, identify main ideas, summarize the text, and use context | smre_ip_00287 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00240 |
| Unit 2 | Module A | Reading: Literature | Analyze how characters' actions affect the sequence of events in a | Students read the passage "Two Foolish Frogs." They answer questions and identify the correct sequence of events. | smre_pp_00124 |
| | | | | Students learn to identify the correct sequence of events. | smre_di_00091 |
| | | | | Students identify the correct sequence of events. | smre_ip_00319 |
| Unit 2 | Module A | Reading: Literature | Describe the traits, motivations, and feelings of characters. | Students read the passage "The Lion and the Mouse." They match plot elements to the correct parts of the story. | smre_pp_00140 |
| | | | | Students read the passage "Florida Fay." They identify elements of character by completing the graphic organizer. | smre_pp_00134 |
| | | | | Students learn to identify characters' actions, motives, emotions, traits, and feelings. | smre_di_00098 |
| | | | | Students listen to or read the literary text, "Carrie's Book Club." Students also answer questions about plot elements (rising action, conflict, climax, falling action, and resolution) and identify characters' actions, motives, emotions, traits, and feelings. | smre_ip_00332 |
| | | | | Students learn to recognize elements of plot (rising action, conflict, climax, falling action, and resolution). | smre_di_00103 |
| | | | | Students listen to or read the traditional story "Drought Buster." Students identify characters' actions, motives, emotions, traits, and feelings, draw conclusions, summarize text, and identify elements | smre_ip_00369 |
| | | | | Students listen to or read the literary text, "The Locked Door." Students also recognize plot elements (rising action, conflict, climax, falling action, and resolution) and draw conclusions. | smre_ip_00374 |
| Unit 2 | Module A | Language | Capitalize proper nouns. | Students will learn about common and proper nouns. | smre_di_02315 |
| | | | | Students will complete sentences using common and proper nouns. | smre_ip_02315 |
| | | | | Students will read sentences and underline common nouns and circle proper nouns. | smre_pp_02315 |
| | | | | Students will read the informational text "1600 Pennsylvania Avenue" and answer Right There questions, identify the correct sequence of events, determine the author's purpose, summarize text, and identify common and proper nouns. | smre_itr_02315 |
| Unit 2 | Module A | Language | Form superlative adjectives. | Students will learn about comparative and superlative adjectives. | smre_di_02317 |
| | | | | Students will read sentences and underline comparative adjectives and circle superlative adjectives. | smre_pp_02317 |
| | | | | Students will sort comparative and superlative adjectives. | smre_ip_02317 |

| ReadyGen Unit | ReadyGen Module | ReadyGen Strand | ReadyGen Skill | SuccessMaker Item Description | Item ID |
|---------------|-----------------|----------------------|--|---|----------------|
| | | | | Students will read the literary passage "Searching for the Slow One" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and identify comparative and | smre_itr_02317 |
| Unit 2 | Module A | Reading: Literature | Explain how characters' actions reveal their character traits. | Students read the passage "The Lion and the Mouse." They match plot elements to the correct parts of the story. | smre_pp_00140 |
| | | | | Students read the passage "Florida Fay." They identify elements of character by completing the graphic organizer. | smre_pp_00134 |
| | | | | Students learn to identify characters' actions, motives, emotions, traits, and feelings. | smre_di_00098 |
| | | | | Students listen to or read the literary text, "Carrie's Book Club." Students also answer questions about plot elements (rising action, conflict, climax, falling action, and resolution) and identify characters' actions, motives, emotions, traits, and feelings. | smre_ip_00332 |
| | | | | Students learn to recognize elements of plot (rising action, conflict, climax, falling action, and resolution). | smre_di_00103 |
| | | | | Students listen to or read the traditional story "Drought Buster." Students identify characters' actions, motives, emotions, traits, and feelings, draw conclusions, summarize text, and identify elements | smre_ip_00369 |
| | | | | Students listen to or read the literary text, "The Locked Door." Students also recognize plot elements (rising action, conflict, climax, falling action, and resolution) and draw conclusions. | smre_ip_00374 |
| Unit 2 | Module A | Reading: Literature | Describe characters and explain how their actions contribute to the | Students read the passage "Two Foolish Frogs." They answer questions and identify the correct sequence of events. | smre_pp_00124 |
| | | | | Students learn to identify the correct sequence of events. | smre_di_00091 |
| | | | | Students identify the correct sequence of events. | smre_ip_00319 |
| Unit 2 | Module A | Reading: Literature | Determine the main idea or central message and explain how it is conveyed through key details of | Students listen to or read the nonfiction journal entry "My Greatest Trip Ever!" They categorize words by specificity and hierarchy, answer how questions, identify main idea and supporting details, | smre_ip_00366 |
| | | | | Review: Students read the passage "The Mouse and the Squirrel." Students practice identifying cause and effect, similes and | smre_pp_00145 |
| | | | | Review: Students read the myth "How South American Birds Got Their Colors." Students practice retelling story elements, and they identify cause and effect and main idea. | smre_pp_00123 |
| Unit 2 | Module A | Foundational Skills | Decode multisyllable words. | Students listen to or read the informational text, "The First National Park." Students also read multisyllabic words and answer literal | smre_ip_00286 |
| | | | | Students read the passage "The Dry Tortugas." Students identify multisyllabic words by completing a three-column graphic | smre_pp_00106 |
| | | | | Students learn to read multisyllabic words. | smre_di_00078 |
| | | | | Review: Students read the passage "Junior Rangers." Students practice identifying fact and opinion, drawing conclusions, multisyllabic words, and inferential and evaluative questions. | smre_pp_00110 |
| | | | | Students label a picture with the correct word. Correct answers focus on multisyllabic words. | smre_ip_00271 |
| | | | | Students listen to or read the informational text, "Planning a Trip to Land Between the Lakes." Students also make and confirm predictions based on information from text, as well as, identify synonyms and antonyms, identify the main idea, read multisyllabic | smre_ip_00283 |
| | | | | Students label a picture with the correct word. Correct answers focus on multisyllabic words. | smre_ip_00274 |
| | | | | Students build multisyllabic words. | smre_ip_00270 |
| Unit 2 | Module B | Reading: Information | Determine the main idea of a text: recount key details and explain how they support the main idea. | Students listen to or read the informational text, "George Washington Carver." Students also distinguish the main idea from supporting details, answer literal questions, and draw valid | smre_ip_00281 |
| | | | | Students will read the informational text, "A Super Journey." Students also use question-and-answer relationships (Right There), identify the main idea, determine the author's purpose, summarize | smre_itr_02319 |
| | | | | Students read the passage "Chris Van Allsburg." Students answer questions about stated and implied main ideas. | smre_pp_00143 |
| | | | | Students listen to or read the informational text, "Lady Liberty Gets a Face-Lift." Students also identify the main idea, draw valid conclusions, answer literal questions, and identify affixes and base | smre_ip_00232 |
| | | | | Students learn to identify the main idea and supporting details of a | smre_di_00088 |
| | | | | Review: Students read the passage "The Lady Doctor." Students answer questions about the main idea and practice identifying | smre_pp_00101 |
| | | | | Students listen to or read the informational text, "Pioneer Toys." Students also draw conclusions, distinguish fiction from nonfiction, compare and contrast ideas, and identify the main idea of the | smre_ip_00228 |
| | | | | Students listen to or read the informational text, "Planning a Trip to Land Between the Lakes." Students also make and confirm predictions based on information from text, as well as, identify synonyms and antonyms, identify the main idea, read multisyllabic | smre_ip_00283 |

| ReadyGen Unit | ReadyGen Module | ReadyGen Strand | ReadyGen Skill | SuccessMaker Item Description | Item ID |
|---------------|-----------------|----------------------|---|---|----------------|
| | | | | Students listen to or read the informational text, "Old Faithful." Students also answer literal, "what-if," "why," and "how" questions, identify main ideas, summarize the text, and use context | smre_ip_00287 |
| | | | | Students identify the main idea of a passage. | smre_ip_00316 |
| | | | | Students learn to distinguish the main idea from supporting details. | smre_di_00073 |
| | | | | Students listen to or read the informational text, "Machu Picchu: City of Mystery." Students also identify explicit and implicit main ideas and answer literal and "why" questions. | smre_ip_00376 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students listen to or read the myth "A Man and His Wife." They identify the main idea and supporting details by completing a graphic organizer. | smre_pp_00120 |
| | | | | Students read the passage "The Farmer's Friend." Students complete the graphic organizer to distinguish the main idea from | smre_pp_00099 |
| | | | | Students learn to identify explicit and implicit main ideas. | smre_di_00105 |
| | | | | Students listen to or read the informational text, "The Ancient Ones." Students also identify main ideas and recognize cause and | smre_ip_00328 |
| | | | | Students read the informational text, "After the Storm: Galveston Rebuilds." Then students identify main ideas, use chapter headings to locate information, compare and contrast within selected texts, and answer literal questions, including who, where, when, and what. Students also use their knowledge of word relationships (synonyms and antonyms) to better understand the meaning of | smre_itr_02378 |
| Unit 2 | Module B | Reading: Information | Determine the meaning of and use academic and domain-specific | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02378 |
| | | | | Students use word relationships to match words to sentences. | smre_ip_02378 |
| | | | | Students will read the fictional blog, "Pets in the White House." Students will then identify the main idea and supporting details, answer inferential questions, draw valid conclusions, understand the author's purpose, and answer literal questions, including who, where, when, and what. Students also use their knowledge of | smre_itr_02380 |
| | | | | Students learn about morphological families to determine the meaning of academic vocabulary terms. | smre_di_02380 |
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00298 |
| | | | | Students use a graphic organizer to brainstorm ideas about whether wild animals should be allowed to be pets. Students then write a paragraph stating their opinion on the topic and using at least two academic vocabulary words from the lesson. | smre_pp_02380 |
| | | | | Students learn the meaning of academic vocabulary terms. | smre_di_02379 |
| | | | | Students learn the meaning of academic vocabulary terms. | smre_di_02376 |
| | | | | Students read the literary text, "Car Wash: A Family's Fundraiser." Then students identify characters' traits and motives, make inferences and answer literal questions, including who, where, when, and what. Students also use their knowledge of | smre_itr_02377 |
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00385 |
| | | | | Students complete sentences using academic vocabulary words. | smre_ip_02376 |
| | | | | Students complete sentences using grade-level content words. | smre_ip_00380 |
| | | | | Students complete sentences using academic vocabulary words. | smre_ip_02379 |
| | | | | Students practice using word relationships to better understand the meaning of academic vocabulary words. | smre_pp_02381 |
| | | | | Students practice using academic vocabulary words by interviewing classmates about their pets and writing a report about what they | smre_pp_02379 |
| | | | | Students practice using word relationships to better understand the meaning of academic vocabulary words. | smre_pp_02378 |
| | | | | Students complete sentences, using grade-level content words. | smre_ip_00339 |
| | | | | Students practice using their knowledge of morphological families to understand academic vocabulary words. | smre_pp_02377 |
| | | | | Students practice using context clues to better understand the meaning of academic vocabulary words. | smre_pp_02376 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students learn about morphological families to determine the meaning of academic vocabulary terms. | smre_di_02377 |
| | | | | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02381 |

| ReadyGen Unit | ReadyGen Module | ReadyGen Strand | ReadyGen Skill | SuccessMaker Item Description | Item ID |
|---------------|-----------------|----------------------|---|---|----------------|
| | | | | Students read the informational text, "After the Storm: Galveston Rebuilds." Then students identify main ideas, use chapter headings to locate information, compare and contrast within selected texts, and answer literal questions, including who, where, when, and what. Students also use their knowledge of word relationships (synonyms and antonyms) to better understand the meaning of | smre_itr_02378 |
| | | | | Students will read the fictional interview, "Pets." Students will then identify the author's viewpoint and bias, distinguish facts from opinions, recognize organizational patterns for a listing, and answer literal questions. Students will also use context clues to determine | smre_itr_02379 |
| Unit 2 | Module B | Reading: Information | Use text features to locate information relevant to a given | Students learn to use text features to aid in understanding and chunking information. | smre_di_00086 |
| | | | | Review: Students read the passage "Our Sun." Students practice synonyms and antonyms, drawing conclusions, and using tables, | smre_pp_00105 |
| | | | | Students listen to or read the informational text, "Soccer." Students also compare and contrast ideas, answer "why" questions, understand grade-level content words, and use text features to | smre_ip_00326 |
| | | | | Students listen to or read the informational text, "Fathers of Physics." Students also read words with irregular vowel variants and vowel diphthongs (ou), answer literal questions, and use chapter | smre_ip_00280 |
| | | | | Students read the informational text, "After the Storm: Galveston Rebuilds." Then students identify main ideas, use chapter headings to locate information, compare and contrast within selected texts, and answer literal questions, including who, where, when, and what. Students also use their knowledge of word relationships (synonyms and antonyms) to better understand the meaning of | smre_itr_02378 |
| Unit 2 | Module B | Reading: Information | Compare and contrast the most important points and key details. | Review: Students read the passage "Italian Feasts." Students practice categorizing words by specificity and hierarchy, following directions, and comparing and contrasting. | smre_pp_00133 |
| | | | | Review: Students read the passage "Space Dust." Students practice sequencing events, comparing and contrasting, and summarizing | smre_pp_00128 |
| | | | | Review: Students read the passage "City Life - Country Life." Students get practice with compare and contrast, fact and opinion, | smre_pp_00078 |
| Unit 2 | Module B | Language | Use regular past tense verbs. | Students will sort past tense, present tense, and future tense verbs. | smre_ip_02316 |
| Unit 2 | Module B | Language | Define irregular verbs. | Review: Students read the passage "The Lady Doctor." Students answer questions about the main idea and practice identifying | smre_pp_00101 |
| Unit 2 | Module B | Language | Use plural irregular verbs in a sentence. | Review: Students read the passage "The Lady Doctor." Students answer questions about the main idea and practice identifying words with irregular vowel sounds. | smre_pp_00101 |
| Unit 3 | Module A | Reading: Literature | Describe characters and explain how their actions transmit | Students read the passage "Two Foolish Frogs." They answer questions and identify the correct sequence of events. | smre_pp_00124 |
| | | | | Students learn to identify the correct sequence of events. | smre_di_00091 |
| | | | | Students identify the correct sequence of events. | smre_ip_00319 |
| Unit 3 | Module A | Language | Use context clues to understand | Students identify grade-level content words using text, image, and | smre_ip_00244 |
| | | | | Students listen to or read the informational text, "Old Faithful." Students also answer literal, "what-if," "why," and "how" questions, identify main ideas, summarize the text, and use context | smre_ip_00287 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00240 |
| Unit 3 | Module A | Reading: Literature | Determine the central message, lesson, or moral of a story, | Students read the passage "The Crow and the Pitcher." Students answer questions about story elements. | smre_pp_00085 |
| Unit 3 | Module A | Language | Explain the function of pronouns in | Students will learn about subject, object, and possessive pronouns. | smre_di_02323 |
| | | | | Students will determine whether sentences are correct or incorrect and then fix incorrect sentences by choosing the correct pronoun. | smre_ip_02323 |
| | | | | Students will read sentences and identify subject, object, and possessive pronouns. | smre_pp_02323 |
| | | | | Students will read the literary passage "The Mystery of the Two Michaels" and answer Right There and Think and Search questions; identify the correct sequence of events; determine the author's purpose; summarize text; and identify subject, object, and | smre_itr_02323 |
| Unit 3 | Module A | Language | Demonstrate understanding of | Students understand metaphorical words in context. | smre_ip_00267 |
| | | | | Students learn to distinguish between figurative and literal | smre_di_00071 |
| | | | | Students read the passage "The Dolphin and the Otter." They answer questions about recognizing similes and metaphors. | smre_pp_00142 |
| | | | | Students understand metaphoric and symbolic words in context. | smre_ip_00364 |
| | | | | Students listen to or read the literary text, "Lamb's Lesson." Students also recognize figurative language (simile and metaphor). | smre_ip_00375 |

| ReadyGen Unit | ReadyGen Module | ReadyGen Strand | ReadyGen Skill | SuccessMaker Item Description | Item ID |
|---------------|-----------------|----------------------|---|---|----------------|
| | | | | Students read the poem "A Fish Story." Students answer questions and practice distinguishing between figurative and literal language. | smre_pp_00096 |
| | | | | Students listen to or read the literary texts, "Hold on Tight" and "Flying Tiger." Students also distinguish between figurative and | smre_ip_00279 |
| | | | | Students learn to recognize figurative language (simile and | smre_di_00104 |
| Unit 3 | Module A | Language | Form comparative and superlative | Students will learn about comparative and superlative adjectives. | smre_di_02317 |
| | | | | Students will read sentences and underline comparative adjectives and circle superlative adjectives. | smre_pp_02317 |
| | | | | Students will sort comparative and superlative adjectives. | smre_ip_02317 |
| | | | | Students will read the literary passage "Searching for the Slow One" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and identify comparative and | smre_itr_02317 |
| Unit 3 | Module A | Language | Select between comparative and | Students will learn about comparative and superlative adjectives. | smre_di_02317 |
| | | | | Students will read sentences and underline comparative adjectives and circle superlative adjectives. | smre_pp_02317 |
| | | | | Students will sort comparative and superlative adjectives. | smre_ip_02317 |
| | | | | Students will read the literary passage "Searching for the Slow One" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and identify comparative and | smre_itr_02317 |
| Unit 3 | Module A | Reading: Literature | Distinguish literal and nonliteral | Students learn to distinguish between figurative and literal | smre_di_00071 |
| | | | | Students read the poem "A Fish Story." Students answer questions and practice distinguishing between figurative and literal language. | smre_pp_00096 |
| | | | | Students listen to or read the literary texts, "Hold on Tight" and "Flying Tiger." Students also distinguish between figurative and | smre_ip_00279 |
| Unit 3 | Module A | Foundational Skills | Decode multisyllabic words. | Students listen to or read the informational text, "The First National Park." Students also read multisyllabic words and answer literal | smre_ip_00286 |
| | | | | Students read the passage "The Dry Tortugas." Students identify multisyllabic words by completing a three-column graphic | smre_pp_00106 |
| | | | | Students learn to read multisyllabic words. | smre_di_00078 |
| | | | | Review: Students read the passage "Junior Rangers." Students practice identifying fact and opinion, drawing conclusions, multisyllabic words, and inferential and evaluative questions. | smre_pp_00110 |
| | | | | Students label a picture with the correct word. Correct answers focus on multisyllabic words. | smre_ip_00271 |
| | | | | Students listen to or read the informational text, "Planning a Trip to Land Between the Lakes." Students also make and confirm predictions based on information from text, as well as, identify synonyms and antonyms, identify the main idea, read multisyllabic | smre_ip_00283 |
| | | | | Students label a picture with the correct word. Correct answers focus on multisyllabic words. | smre_ip_00274 |
| | | | | Students build multisyllabic words. | smre_ip_00270 |
| Unit 3 | Module A | Foundational Skills | Decode and read words with r-controlled vowels ir, er, ur, ear, or, | Review: Students read the passage "The Strange Little Duckling." Students answer questions about story elements and practice r- | smre_pp_00086 |
| | | | | Students recognize the sounds and spellings of r-controlled vowels | smre_ip_00221 |
| | | | | Students learn to recognize the sounds and spellings of r-controlled | smre_di_00062 |
| | | | | Students read the passage "The Mystery of the Attic." Students sort r-controlled words by sound. | smre_pp_00083 |
| | | | | Students build words with r-controlled vowels. | smre_ip_00320 |
| | | | | Students listen to or read the literary text, "The Very Terrible Morning." Students also answer questions about plot elements (beginning, middle, and end), and read words with r-controlled and | smre_ip_00233 |
| Unit 3 | Module B | Language | Use context to determine words' meanings as they are used in a | Students identify grade-level content words using text, image, and audio clues. | smre_ip_00244 |
| | | | | Students listen to or read the informational text, "Old Faithful." Students also answer literal, "what-if," "why," and "how" questions, identify main ideas, summarize the text, and use context | smre_ip_00287 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00240 |
| Unit 3 | Module B | Reading: Information | Determine the meaning of and use academic and domain-specific | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02378 |
| | | | | Students use word relationships to match words to sentences. | smre_ip_02378 |
| | | | | Students will read the fictional blog, "Pets in the White House." Students will then identify the main idea and supporting details, answer inferential questions, draw valid conclusions, understand the author's purpose, and answer literal questions, including who, where, when, and what. Students also use their knowledge of | smre_itr_02380 |
| | | | | Students learn about morphological families to determine the meaning of academic vocabulary terms. | smre_di_02380 |

| ReadyGen Unit | ReadyGen Module | ReadyGen Strand | ReadyGen Skill | SuccessMaker Item Description | Item ID |
|---------------|-----------------|----------------------|--|---|----------------|
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00298 |
| | | | | Students use a graphic organizer to brainstorm ideas about whether wild animals should be allowed to be pets. Students then write a paragraph stating their opinion on the topic and using at least two academic vocabulary words from the lesson. | smre_pp_02380 |
| | | | | Students learn the meaning of academic vocabulary terms. | smre_di_02379 |
| | | | | Students learn the meaning of academic vocabulary terms. | smre_di_02376 |
| | | | | Students read the literary text, "Car Wash: A Family's Fundraiser." Then students identify characters' traits and motives, make inferences and answer literal questions, including who, where, when, and what. Students also use their knowledge of | smre_itr_02377 |
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00385 |
| | | | | Students complete sentences using academic vocabulary words. | smre_ip_02376 |
| | | | | Students complete sentences using grade-level content words. | smre_ip_00380 |
| | | | | Students complete sentences using academic vocabulary words. | smre_ip_02379 |
| | | | | Students practice using word relationships to better understand the meaning of academic vocabulary words. | smre_pp_02381 |
| | | | | Students practice using academic vocabulary words by interviewing classmates about their pets and writing a report about what they | smre_pp_02379 |
| | | | | Students practice using word relationships to better understand the meaning of academic vocabulary words. | smre_pp_02378 |
| | | | | Students complete sentences, using grade-level content words. | smre_ip_00339 |
| | | | | Students practice using their knowledge of morphological families to understand academic vocabulary words. | smre_pp_02377 |
| | | | | Students practice using context clues to better understand the meaning of academic vocabulary words. | smre_pp_02376 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students learn about morphological families to determine the meaning of academic vocabulary terms. | smre_di_02377 |
| | | | | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02381 |
| | | | | Students read the informational text, "After the Storm: Galveston Rebuilds." Then students identify main ideas, use chapter headings to locate information, compare and contrast within selected texts, and answer literal questions, including who, where, when, and what. Students also use their knowledge of word relationships (synonyms and antonyms) to better understand the meaning of | smre_itr_02378 |
| | | | | Students will read the fictional interview, "Pets." Students will then identify the author's viewpoint and bias, distinguish facts from opinions, recognize organizational patterns for a listing, and answer literal questions. Students will also use context clues to determine | smre_itr_02379 |
| Unit 3 | Module B | Reading: Information | Determine the main idea of informational text. | Students listen to or read the informational text, "George Washington Carver." Students also distinguish the main idea from supporting details, answer literal questions, and draw valid | smre_ip_00281 |
| | | | | Students will read the informational text, "A Super Journey." Students also use question-and-answer relationships (Right There), identify the main idea, determine the author's purpose, summarize | smre_itr_02319 |
| | | | | Students read the passage "Chris Van Allsburg." Students answer questions about stated and implied main ideas. | smre_pp_00143 |
| | | | | Students listen to or read the informational text, "Lady Liberty Gets a Face-Lift." Students also identify the main idea, draw valid conclusions, answer literal questions, and identify affixes and base | smre_ip_00232 |
| | | | | Students learn to identify the main idea and supporting details of a | smre_di_00088 |
| | | | | Review: Students read the passage "The Lady Doctor." Students answer questions about the main idea and practice identifying | smre_pp_00101 |
| | | | | Students listen to or read the informational text, "Pioneer Toys." Students also draw conclusions, distinguish fiction from nonfiction, compare and contrast ideas, and identify the main idea of the | smre_ip_00228 |
| | | | | Students listen to or read the informational text, "Planning a Trip to Land Between the Lakes." Students also make and confirm predictions based on information from text, as well as, identify synonyms and antonyms, identify the main idea, read multisyllabic | smre_ip_00283 |
| | | | | Students listen to or read the informational text, "Old Faithful." Students also answer literal, "what-if," "why," and "how" questions, identify main ideas, summarize the text, and use context | smre_ip_00287 |
| | | | | Students identify the main idea of a passage. | smre_ip_00316 |
| | | | | Students learn to distinguish the main idea from supporting details. | smre_di_00073 |

| ReadyGen Unit | ReadyGen Module | ReadyGen Strand | ReadyGen Skill | SuccessMaker Item Description | Item ID |
|---------------|-----------------|---------------------|---|---|----------------|
| | | | | Students listen to or read the informational text, "Machu Picchu: City of Mystery." Students also identify explicit and implicit main ideas and answer literal and "why" questions. | smre_ip_00376 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students read the myth "A Man and His Wife." They identify the main idea and supporting details by completing a graphic organizer. | smre_pp_00120 |
| | | | | Students read the passage "The Farmer's Friend." Students complete the graphic organizer to distinguish the main idea from | smre_pp_00099 |
| | | | | Students learn to identify explicit and implicit main ideas. | smre_di_00105 |
| | | | | Students listen to or read the informational text, "The Ancient Ones." Students also identify main ideas and recognize cause and | smre_ip_00328 |
| | | | | Students read the informational text, "After the Storm: Galveston Rebuilds." Then students identify main ideas, use chapter headings to locate information, compare and contrast within selected texts, and answer literal questions, including who, where, when, and what. Students also use their knowledge of word relationships (synonyms and antonyms) to better understand the meaning of | smre_itr_02378 |
| Unit 3 | Module B | Language | Explain the function of plural irregular verbs. | Review: Students read the passage "The Lady Doctor." Students answer questions about the main idea and practice identifying | smre_pp_00101 |
| Unit 3 | Module B | Language | Explain the function of verbs. | Students will sort past tense, present tense, and future tense verbs. | smre_ip_02316 |
| Unit 3 | Module B | Language | Form simple verb tenses. | Students will sort past tense, present tense, and future tense verbs. | smre_ip_02316 |
| Unit 3 | Module B | Foundational Skills | Use context clues to determine | Students identify grade-level content words using text, image, and | smre_ip_00244 |
| | | | | Students listen to or read the informational text, "Old Faithful." Students also answer literal, "what-if," "why," and "how" questions, identify main ideas, summarize the text, and use context | smre_ip_00287 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00240 |
| Unit 4 | Module A | Reading: Literature | Explain how characters' actions contribute to the sequence of | Students read the passage "The Lion and the Mouse." They match plot elements to the correct parts of the story. | smre_pp_00140 |
| | | | | Students read the passage "Florida Fay." They identify elements of character by completing the graphic organizer. | smre_pp_00134 |
| | | | | Students read the passage "Two Foolish Frogs." They answer questions and identify the correct sequence of events. | smre_pp_00124 |
| | | | | Students learn to identify characters' actions, motives, emotions, traits, and feelings. | smre_di_00098 |
| | | | | Students listen to or read the literary text, "Carrie's Book Club." Students also answer questions about plot elements (rising action, conflict, climax, falling action, and resolution) and identify characters' actions, motives, emotions, traits, and feelings. | smre_ip_00332 |
| | | | | Students learn to identify the correct sequence of events. | smre_di_00091 |
| | | | | Students learn to recognize elements of plot (rising action, conflict, climax, falling action, and resolution). | smre_di_00103 |
| | | | | Students listen to or read the traditional story "Drought Buster." Students identify characters' actions, motives, emotions, traits, and feelings, draw conclusions, summarize text, and identify elements | smre_ip_00369 |
| | | | | Students identify the correct sequence of events. | smre_ip_00319 |
| | | | | Students listen to or read the literary text, "The Locked Door." Students also recognize plot elements (rising action, conflict, climax, falling action, and resolution) and draw conclusions. | smre_ip_00374 |
| Unit 4 | Module A | Language | Use context clues to understand | Students identify grade-level content words using text, image, and | smre_ip_00244 |
| | | | | Students listen to or read the informational text, "Old Faithful." Students also answer literal, "what-if," "why," and "how" questions, identify main ideas, summarize the text, and use context | smre_ip_00287 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00240 |
| Unit 4 | Module A | Reading: Literature | Determine the meaning of and use academic and domain-specific | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02378 |
| | | | | Students use word relationships to match words to sentences. | smre_ip_02378 |

| ReadyGen Unit | ReadyGen Module | ReadyGen Strand | ReadyGen Skill | SuccessMaker Item Description | Item ID |
|---------------|-----------------|---------------------|--|---|----------------|
| | | | | Students will read the fictional blog, "Pets in the White House." Students will then identify the main idea and supporting details, answer inferential questions, draw valid conclusions, understand the author's purpose, and answer literal questions, including who, where, when, and what. Students also use their knowledge of | smre_itr_02380 |
| | | | | Students learn about morphological families to determine the meaning of academic vocabulary terms. | smre_di_02380 |
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00298 |
| | | | | Students use a graphic organizer to brainstorm ideas about whether wild animals should be allowed to be pets. Students then write a paragraph stating their opinion on the topic and using at least two academic vocabulary words from the lesson. | smre_pp_02380 |
| | | | | Students learn the meaning of academic vocabulary terms. | smre_di_02379 |
| | | | | Students learn the meaning of academic vocabulary terms. | smre_di_02376 |
| | | | | Students read the literary text, "Car Wash: A Family's Fundraiser." Then students identify characters' traits and motives, make inferences and answer literal questions, including who, where, when, and what. Students also use their knowledge of | smre_itr_02377 |
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00385 |
| | | | | Students complete sentences using academic vocabulary words. | smre_ip_02376 |
| | | | | Students complete sentences using grade-level content words. | smre_ip_00380 |
| | | | | Students complete sentences using academic vocabulary words. | smre_ip_02379 |
| | | | | Students practice using word relationships to better understand the meaning of academic vocabulary words. | smre_pp_02381 |
| | | | | Students practice using academic vocabulary words by interviewing classmates about their pets and writing a report about what they | smre_pp_02379 |
| | | | | Students practice using word relationships to better understand the meaning of academic vocabulary words. | smre_pp_02378 |
| | | | | Students complete sentences, using grade-level content words. | smre_ip_00339 |
| | | | | Students practice using their knowledge of morphological families to understand academic vocabulary words. | smre_pp_02377 |
| | | | | Students practice using context clues to better understand the meaning of academic vocabulary words. | smre_pp_02376 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students learn about morphological families to determine the meaning of academic vocabulary terms. | smre_di_02377 |
| | | | | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02381 |
| | | | | Students read the informational text, "After the Storm: Galveston Rebuilds." Then students identify main ideas, use chapter headings to locate information, compare and contrast within selected texts, and answer literal questions, including who, where, when, and what. Students also use their knowledge of word relationships (synonyms and antonyms) to better understand the meaning of | smre_itr_02378 |
| | | | | Students will read the fictional interview, "Pets." Students will then identify the author's viewpoint and bias, distinguish facts from opinions, recognize organizational patterns for a listing, and answer literal questions. Students will also use context clues to determine | smre_itr_02379 |
| Unit 4 | Module A | Reading: Literature | Describe characters' traits and feelings and explain how | Students read the passage "Two Foolish Frogs." They answer questions and identify the correct sequence of events. | smre_pp_00124 |
| | | | | Students learn to identify the correct sequence of events. | smre_di_00091 |
| | | | | Students identify the correct sequence of events. | smre_ip_00319 |
| Unit 4 | Module A | Language | Form regular plural nouns. | Students read regular and irregular plurals. | smre_ip_00219 |
| | | | | Students read the passage "New York City." Students complete the regular and irregular noun charts. | smre_pp_00080 |
| | | | | Students learn to use regular and irregular plurals (s, es, ies). | smre_di_00060 |
| Unit 4 | Module A | Reading: Literature | Focus on characters and their actions. | Students read the passage "The Lion and the Mouse." They match plot elements to the correct parts of the story. | smre_pp_00140 |
| | | | | Students read the passage "Florida Fay." They identify elements of character by completing the graphic organizer. | smre_pp_00134 |
| | | | | Students learn to identify characters' actions, motives, emotions, traits, and feelings. | smre_di_00098 |
| | | | | Students listen to or read the literary text, "Carrie's Book Club." Students also answer questions about plot elements (rising action, conflict, climax, falling action, and resolution) and identify characters' actions, motives, emotions, traits, and feelings. | smre_ip_00332 |
| | | | | Students learn to recognize elements of plot (rising action, conflict, climax, falling action, and resolution). | smre_di_00103 |

| ReadyGen Unit | ReadyGen Module | ReadyGen Strand | ReadyGen Skill | SuccessMaker Item Description | Item ID |
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| | | | | Students listen to or read the traditional story "Drought Buster." Students identify characters' actions, motives, emotions, traits, and feelings, draw conclusions, summarize text, and identify elements | smre_ip_00369 |
| | | | | Students listen to or read the literary text, "The Locked Door." Students also recognize plot elements (rising action, conflict, climax, falling action, and resolution) and draw conclusions. | smre_ip_00374 |
| Unit 4 | Module A | Language | Form irregular plural nouns. | Students read regular and irregular plurals. | smre_ip_00219 |
| | | | | Students will read the informational text "Seasons of the Tundra" and answer Right There questions, identify cause-and-effect relationships, determine the author's purpose, distinguish fact from opinion, and complete sentences by correctly spelling words with | smre_itr_02325 |
| | | | | Students will write the correct irregular plural that matches the | smre_pp_02325 |
| | | | | Students read the passage "New York City." Students complete the regular and irregular noun charts. | smre_pp_00080 |
| | | | | Review: Students read the passage "Yankee Stadium." Students use question-and-answer relationships to answer questions, practice irregular plurals, and practice affixes and base words. | smre_pp_00082 |
| | | | | Students learn to use regular and irregular plurals (s, es, ies). | smre_di_00060 |
| | | | | Students will complete sentences by spelling words that are | smre_ip_02325 |
| | | | | Students will learn to spell irregular plural words. | smre_di_02325 |
| Unit 4 | Module A | Language | Use irregular plural nouns. | Students read regular and irregular plurals. | smre_ip_00219 |
| | | | | Students will read the informational text "Seasons of the Tundra" and answer Right There questions, identify cause-and-effect relationships, determine the author's purpose, distinguish fact from opinion, and complete sentences by correctly spelling words with | smre_itr_02325 |
| | | | | Students listen to or read the informational text, "New York Travel Guide." Students also identify irregular plurals and the main idea. | smre_ip_00231 |
| | | | | Students will write the correct irregular plural that matches the | smre_pp_02325 |
| | | | | Students read the passage "New York City." Students complete the regular and irregular noun charts. | smre_pp_00080 |
| | | | | Students learn to use regular and irregular plurals (s, es, ies). | smre_di_00060 |
| | | | | Students will complete sentences by spelling words that are | smre_ip_02325 |
| | | | | Students will learn to spell irregular plural words. | smre_di_02325 |
| Unit 4 | Module A | Language | Define pronouns. | Students will learn about subject, object, and possessive pronouns. | smre_di_02323 |
| | | | | Students will determine whether sentences are correct or incorrect and then fix incorrect sentences by choosing the correct pronoun. | smre_ip_02323 |
| | | | | Students will read sentences and identify subject, object, and possessive pronouns. | smre_pp_02323 |
| | | | | Students will read the literary passage "The Mystery of the Two Michaels" and answer Right There and Think and Search questions; identify the correct sequence of events; determine the author's purpose; summarize text; and identify subject, object, and | smre_itr_02323 |
| Unit 4 | Module A | Reading: Literature | Describe characters in a poem and explain how their actions | Students read the passage "Two Foolish Frogs." They answer questions and identify the correct sequence of events. | smre_pp_00124 |
| | | | | Students learn to identify the correct sequence of events. | smre_di_00091 |
| | | | | Students identify the correct sequence of events. | smre_ip_00319 |
| Unit 4 | Module A | Language | Explain the function of pronouns. | Students will learn about subject, object, and possessive pronouns. | smre_di_02323 |
| | | | | Students will determine whether sentences are correct or incorrect and then fix incorrect sentences by choosing the correct pronoun. | smre_ip_02323 |
| | | | | Students will read sentences and identify subject, object, and possessive pronouns. | smre_pp_02323 |
| | | | | Students will read the literary passage "The Mystery of the Two Michaels" and answer Right There and Think and Search questions; identify the correct sequence of events; determine the author's purpose; summarize text; and identify subject, object, and | smre_itr_02323 |
| Unit 4 | Module A | Language | Use commas in addresses. | Students will identify sentences with correct comma usage. | smre_ip_02324 |
| | | | | Students will learn about using commas when writing dates, to separate places, in parts of a letter, and before conjunctions in a | smre_di_02324 |
| | | | | Students will read the literary passage "From Wyoming to a Friend" and answer Right There and Think and Search questions; make inferences; identify the correct sequence of events; summarize text; and identify sentences with correct comma usage. | smre_itr_02324 |
| | | | | Students will read sentences and insert commas where they are | smre_pp_02324 |
| Unit 4 | Module A | Foundational Skills | Decode multisyllable words. | Students listen to or read the informational text, "The First National Park." Students also read multisyllabic words and answer literal | smre_ip_00286 |
| | | | | Students read the passage "The Dry Tortugas." Students identify multisyllabic words by completing a three-column graphic | smre_pp_00106 |
| | | | | Students learn to read multisyllabic words. | smre_di_00078 |
| | | | | Review: Students read the passage "Junior Rangers." Students practice identifying fact and opinion, drawing conclusions, multisyllabic words, and inferential and evaluative questions. | smre_pp_00110 |

| ReadyGen Unit | ReadyGen Module | ReadyGen Strand | ReadyGen Skill | SuccessMaker Item Description | Item ID |
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| | | | | Students label a picture with the correct word. Correct answers focus on multisyllabic words. | smre_ip_00271 |
| | | | | Students listen to or read the informational text, "Planning a Trip to Land Between the Lakes." Students also make and confirm predictions based on information from text, as well as, identify synonyms and antonyms, identify the main idea, read multisyllabic | smre_ip_00283 |
| | | | | Students label a picture with the correct word. Correct answers focus on multisyllabic words. | smre_ip_00274 |
| | | | | Students build multisyllabic words. | smre_ip_00270 |
| Unit 4 | Module A | Foundational Skills | Decode and read words with vowel | Students build words with long vowel patterns. | smre_ip_00314 |
| | | | | Students read words with long vowel patterns. | smre_ip_00215 |
| | | | | Students listen to or read the informational text, "Bell Talks Using Electricity." Students also read words with long vowel patterns and distinguish between fact and opinion. | smre_ip_00227 |
| | | | | Students listen to or read the informational text, "Jazz Masters." Students also summarize text, answer literal questions, draw valid conclusions, and identify words with long vowel patterns and vowel | smre_ip_00282 |
| Unit 4 | Module B | Reading: Information | Determine the meaning of and use academic and domain-specific | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02378 |
| | | | | Students use word relationships to match words to sentences. | smre_ip_02378 |
| | | | | Students will read the fictional blog, "Pets in the White House." Students will then identify the main idea and supporting details, answer inferential questions, draw valid conclusions, understand the author's purpose, and answer literal questions, including who, where, when, and what. Students also use their knowledge of | smre_itr_02380 |
| | | | | Students learn about morphological families to determine the meaning of academic vocabulary terms. | smre_di_02380 |
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00298 |
| | | | | Students use a graphic organizer to brainstorm ideas about whether wild animals should be allowed to be pets. Students then write a paragraph stating their opinion on the topic and using at least two academic vocabulary words from the lesson. | smre_pp_02380 |
| | | | | Students learn the meaning of academic vocabulary terms. | smre_di_02379 |
| | | | | Students learn the meaning of academic vocabulary terms. | smre_di_02376 |
| | | | | Students read the literary text, "Car Wash: A Family's Fundraiser." Then students identify characters' traits and motives, make inferences and answer literal questions, including who, where, when, and what. Students also use their knowledge of | smre_itr_02377 |
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00385 |
| | | | | Students complete sentences using academic vocabulary words. | smre_ip_02376 |
| | | | | Students complete sentences using grade-level content words. | smre_ip_00380 |
| | | | | Students complete sentences using academic vocabulary words. | smre_ip_02379 |
| | | | | Students practice using word relationships to better understand the meaning of academic vocabulary words. | smre_pp_02381 |
| | | | | Students practice using academic vocabulary words by interviewing classmates about their pets and writing a report about what they | smre_pp_02379 |
| | | | | Students practice using word relationships to better understand the meaning of academic vocabulary words. | smre_pp_02378 |
| | | | | Students complete sentences, using grade-level content words. | smre_ip_00339 |
| | | | | Students practice using their knowledge of morphological families to understand academic vocabulary words. | smre_pp_02377 |
| | | | | Students practice using context clues to better understand the meaning of academic vocabulary words. | smre_pp_02376 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students learn about morphological families to determine the meaning of academic vocabulary terms. | smre_di_02377 |
| | | | | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02381 |
| | | | | Students read the informational text, "After the Storm: Galveston Rebuilds." Then students identify main ideas, use chapter headings to locate information, compare and contrast within selected texts, and answer literal questions, including who, where, when, and what. Students also use their knowledge of word relationships (synonyms and antonyms) to better understand the meaning of | smre_itr_02378 |
| | | | | Students will read the fictional interview, "Pets." Students will then identify the author's viewpoint and bias, distinguish facts from opinions, recognize organizational patterns for a listing, and answer literal questions. Students will also use context clues to determine | smre_itr_02379 |

| ReadyGen Unit | ReadyGen Module | ReadyGen Strand | ReadyGen Skill | SuccessMaker Item Description | Item ID |
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| Unit 4 | Module B | Language | Use sentence-level context as a clue to the meaning of a word or | Students identify grade-level content words using text, image, and audio clues. | smre_ip_00244 |
| | | | | Students listen to or read the informational text, "Old Faithful." Students also answer literal, "what-if," "why," and "how" questions, identify main ideas, summarize the text, and use context | smre_ip_00287 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students identify grade-level content words using text, image, and | smre_ip_00240 |
| Unit 4 | Module B | Reading: Information | Use text features and search tools to locate information efficiently. | Students learn to use text features to aid in understanding and chunking information. | smre_di_00086 |
| | | | | Review: Students read the passage "Our Sun." Students practice synonyms and antonyms, drawing conclusions, and using tables, | smre_pp_00105 |
| | | | | Students listen to or read the informational text, "Soccer." Students also compare and contrast ideas, answer "why" questions, understand grade-level content words, and use text features to | smre_ip_00326 |
| | | | | Students listen to or read the informational text, "Fathers of Physics." Students also read words with irregular vowel variants and vowel diphthongs (ou), answer literal questions, and use chapter | smre_ip_00280 |
| | | | | Students read the informational text, "After the Storm: Galveston Rebuilds." Then students identify main ideas, use chapter headings to locate information, compare and contrast within selected texts, and answer literal questions, including who, where, when, and what. Students also use their knowledge of word relationships (synonyms and antonyms) to better understand the meaning of | smre_itr_02378 |
| Unit 4 | Module B | Language | Ensure subject-verb agreement in | Students will sort past tense, present tense, and future tense verbs. | smre_ip_02316 |
| Unit 4 | Module B | Language | Ensure subject-verb agreement in | Students will sort past tense, present tense, and future tense verbs. | smre_ip_02316 |
| Unit 4 | Module B | Language | Ensure subject-verb agreement in | Students will sort past tense, present tense, and future tense verbs. | smre_ip_02316 |
| Unit 4 | Module B | Reading: Information | Compare and contrast main ideas of texts. | Students listen to or read the informational texts, "Bottlenose Dolphins" and "Botos." Students then compare and contrast ideas, draw conclusions, and identify supporting details using evidence | smre_ip_00229 |
| Unit 4 | Module B | Reading: Information | Determine the main idea of a text and identify how key details support it. | Students listen to or read the informational text, "George Washington Carver." Students also distinguish the main idea from supporting details, answer literal questions, and draw valid | smre_ip_00281 |
| | | | | Students will read the informational text, "A Super Journey." Students also use question-and-answer relationships (Right There), identify the main idea, determine the author's purpose, summarize | smre_itr_02319 |
| | | | | Students read the passage "Chris Van Allsburg." Students answer questions about stated and implied main ideas. | smre_pp_00143 |
| | | | | Students listen to or read the informational text, "Lady Liberty Gets a Face-Lift." Students also identify the main idea, draw valid conclusions, answer literal questions, and identify affixes and base | smre_ip_00232 |
| | | | | Students learn to identify the main idea and supporting details of a | smre_di_00088 |
| | | | | Review: Students read the passage "The Lady Doctor." Students answer questions about the main idea and practice identifying | smre_pp_00101 |
| | | | | Students listen to or read the informational text, "Pioneer Toys." Students also draw conclusions, distinguish fiction from nonfiction, compare and contrast ideas, and identify the main idea of the | smre_ip_00228 |
| | | | | Students listen to or read the informational text, "Planning a Trip to Land Between the Lakes." Students also make and confirm predictions based on information from text, as well as, identify synonyms and antonyms, identify the main idea, read multisyllabic | smre_ip_00283 |
| | | | | Students listen to or read the informational text, "Old Faithful." Students also answer literal, "what-if," "why," and "how" questions, identify main ideas, summarize the text, and use context | smre_ip_00287 |
| | | | | Students identify the main idea of a passage. | smre_ip_00316 |
| | | | | Students learn to distinguish the main idea from supporting details. | smre_di_00073 |
| | | | | Students listen to or read the informational text, "Machu Picchu: City of Mystery." Students also identify explicit and implicit main ideas and answer literal and "why" questions. | smre_ip_00376 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students read the myth "A Man and His Wife." They identify the main idea and supporting details by completing a graphic organizer. | smre_pp_00120 |
| | | | | Students read the passage "The Farmer's Friend." Students complete the graphic organizer to distinguish the main idea from | smre_pp_00099 |
| | | | | Students learn to identify explicit and implicit main ideas. | smre_di_00105 |

| ReadyGen Unit | ReadyGen Module | ReadyGen Strand | ReadyGen Skill | SuccessMaker Item Description | Item ID |
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| | | | | Students listen to or read the informational text, "The Ancient Ones." Students also identify main ideas and recognize cause and | smre_ip_00328 |
| | | | | Students read the informational text, "After the Storm: Galveston Rebuilds." Then students identify main ideas, use chapter headings to locate information, compare and contrast within selected texts, and answer literal questions, including who, where, when, and what. Students also use their knowledge of word relationships (synonyms and antonyms) to better understand the meaning of | smre_itr_02378 |
| Unit 4 | Module B | Reading: Information | Use text evidence to explain the main idea. | Students listen to or read the informational text, "George Washington Carver." Students also distinguish the main idea from supporting details, answer literal questions, and draw valid | smre_ip_00281 |
| | | | | Students will read the informational text, "A Super Journey." Students also use question-and-answer relationships (Right There), identify the main idea, determine the author's purpose, summarize | smre_itr_02319 |
| | | | | Students read the passage "Chris Van Allsburg." Students answer questions about stated and implied main ideas. | smre_pp_00143 |
| | | | | Students listen to or read the informational text, "Lady Liberty Gets a Face-Lift." Students also identify the main idea, draw valid conclusions, answer literal questions, and identify affixes and base | smre_ip_00232 |
| | | | | Students learn to identify the main idea and supporting details of a | smre_di_00088 |
| | | | | Review: Students read the passage "The Lady Doctor." Students answer questions about the main idea and practice identifying | smre_pp_00101 |
| | | | | Students listen to or read the informational text, "Pioneer Toys." Students also draw conclusions, distinguish fiction from nonfiction, compare and contrast ideas, and identify the main idea of the | smre_ip_00228 |
| | | | | Students listen to or read the informational text, "Planning a Trip to Land Between the Lakes." Students also make and confirm predictions based on information from text, as well as, identify synonyms and antonyms, identify the main idea, read multisyllabic | smre_ip_00283 |
| | | | | Students listen to or read the informational text, "Old Faithful." Students also answer literal, "what-if," "why," and "how" questions, identify main ideas, summarize the text, and use context | smre_ip_00287 |
| | | | | Students identify the main idea of a passage. | smre_ip_00316 |
| | | | | Students learn to distinguish the main idea from supporting details. | smre_di_00073 |
| | | | | Students listen to or read the informational text, "Machu Picchu: City of Mystery." Students also identify explicit and implicit main ideas and answer literal and "why" questions. | smre_ip_00376 |
| | | | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | | | Students read the myth "A Man and His Wife." They identify the main idea and supporting details by completing a graphic organizer. | smre_pp_00120 |
| | | | | Students read the passage "The Farmer's Friend." Students complete the graphic organizer to distinguish the main idea from | smre_pp_00099 |
| | | | | Students learn to identify explicit and implicit main ideas. | smre_di_00105 |
| | | | | Students listen to or read the informational text, "The Ancient Ones." Students also identify main ideas and recognize cause and | smre_ip_00328 |
| | | | | Students read the informational text, "After the Storm: Galveston Rebuilds." Then students identify main ideas, use chapter headings to locate information, compare and contrast within selected texts, and answer literal questions, including who, where, when, and what. Students also use their knowledge of word relationships (synonyms and antonyms) to better understand the meaning of | smre_itr_02378 |
| Unit 4 | Module B | Foundational Skills | Decode multisyllable words. | Students read words with long vowel patterns. | smre_ip_00215 |
| | | | | Students listen to or read the informational text, "Bell Talks Using Electricity." Students also read words with long vowel patterns and distinguish between fact and opinion. | smre_ip_00227 |
| | | | | Students listen to or read the informational text, "The First National Park." Students also read multisyllabic words and answer literal | smre_ip_00286 |
| | | | | Students read the passage "The Dry Tortugas." Students identify multisyllabic words by completing a three-column graphic | smre_pp_00106 |
| | | | | Students learn to read multisyllabic words. | smre_di_00078 |
| | | | | Review: Students read the passage "Junior Rangers." Students practice identifying fact and opinion, drawing conclusions, multisyllabic words, and inferential and evaluative questions. | smre_pp_00110 |
| | | | | Students label a picture with the correct word. Correct answers focus on multisyllabic words. | smre_ip_00271 |

| ReadyGen Unit | ReadyGen Module | ReadyGen Strand | ReadyGen Skill | SuccessMaker Item Description | Item ID |
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| | | | | Students listen to or read the informational text, "Planning a Trip to Land Between the Lakes." Students also make and confirm predictions based on information from text, as well as, identify synonyms and antonyms, identify the main idea, read multisyllabic | smre_ip_00283 |
| | | | | Students label a picture with the correct word. Correct answers focus on multisyllabic words. | smre_ip_00274 |
| | | | | Students build multisyllabic words. | smre_ip_00270 |
| Unit 4 | Module B | Foundational Skills | Decode and read words with the final syllables -ture, -tion, -sion, - | Students listen to or read the informational text, "The First National Park." Students also read multisyllabic words and answer literal | smre_ip_00286 |
| | | | | Students read the passage "The Dry Tortugas." Students identify multisyllabic words by completing a three-column graphic | smre_pp_00106 |
| | | | | Students learn to read multisyllabic words. | smre_di_00078 |
| | | | | Review: Students read the passage "Junior Rangers." Students practice identifying fact and opinion, drawing conclusions, multisyllabic words, and inferential and evaluative questions. | smre_pp_00110 |
| | | | | Students label a picture with the correct word. Correct answers focus on multisyllabic words. | smre_ip_00271 |
| | | | | Students listen to or read the informational text, "Planning a Trip to Land Between the Lakes." Students also make and confirm predictions based on information from text, as well as, identify synonyms and antonyms, identify the main idea, read multisyllabic | smre_ip_00283 |
| | | | | Students label a picture with the correct word. Correct answers focus on multisyllabic words. | smre_ip_00274 |
| | | | | Students build multisyllabic words. | smre_ip_00270 |