



# SuccessMaker®

## Alignments to SuccessMaker

Providing rigorous intervention  
for K-8 learners with unparalleled precision

| Utah Literacy Standards Codes | Utah Literacy K-12 2013 (Core Standards, USA), Grade 1   | SuccessMaker Item Description   | Item Id       |
|-------------------------------|--|---|---------------|
|                               | <b>CCSS.ELA-Literacy.R.1 Reading</b>   |   |               |
|                               | <b>CCSS.ELA-Literacy.RL.1 Literature</b>   |   |               |
|                               | <b>Key Ideas and Details</b>   |   |               |
| CCSS.ELA-Literacy.RL.1.1      | Ask and answer questions about key details in a text.  | Students listen to or read the literary text, "The Greatest Sandwich in the World." Students also sequence events, answer literal questions, and draw conclusions.  | smre_ip_01193 |
|                               |  | Students read the literary text and answer literal questions.   | smre_pp_00413 |
|                               |  | Students listen to or read the literary text, "My Spaceship." Students also answer literal questions, draw conclusions, and classify words into sets and groups.  | smre_ip_01208 |
|                               |  | Students listen to or read the literary text, "Piano Practice." Students answer literal questions, draw conclusions, and identify the meaning of words with the endings -er and -est.                                     | smre_ip_01194 |
|                               |  | Students read the literary text "Lany at the Lake" and answer questions about the story.  | smre_pp_00412 |
|                               |  | Students read a story and answer questions about characters, setting, and plot.   | smre_pp_00404 |
|                               |  | Students read a story and answer literal questions about characters and setting.  | smre_pp_00409 |
|                               |  | Students listen to or read the decodable text, "Mom Had a Plan." Students answer literal questions and how questions. They also identify words with initial consonant blends.   | smre_ip_01081 |
|                               |  | Students listen to or read the literary text, "My Way to a Great Smile." Students also answer literal and "how" questions, recognize organizational patterns (cause-and-effect), and classify words into sets and groups. | smre_ip_01205 |
|                               |  | Students listen to or read the literary text, "Where, Oh Where, Is My Elephant?" and then answer literal questions about the beginning, middle, and end of the passage. Students also identify positional words.          | smre_ip_01197 |
| CCSS.ELA-Literacy.RL.1.2      | Retell stories, including key details, and demonstrate understanding of their central message or lesson. | Students listen to the literary text, "Pacho and the Inchworm" and learn how to retell a story using who, what, when, and where.  | smre_di_00302 |
|                               |  | Students learn to retell a story to include important events.   | smre_di_00293 |
| CCSS.ELA-Literacy.RL.1.3      | Describe characters, settings, and major events in a story, using key details.                           | Students listen to the literary text with four events and learn how to identify what happened in the story.   | smre_di_00310 |
|                               |  | Students decode words with long vowels to read a story and answer questions about character, setting, and plot.   | smre_pp_00408 |

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|                               | <b>Integration of Knowledge and Ideas</b>  |   |               |
| CCSS.ELA-Literacy.RL.1.7      | Use illustrations and details in a story to describe its characters, setting, or events. | Students circle words with short vowel sounds, match pictures to sentences, and cut and paste story events in the correct order.  | smre_pp_00383 |
|                               |  | Students listen to the literary text with four events and learn how to identify what happened in the story.   | smre_di_00310 |
|                               |  | Students decode words with long vowels to read a story and answer questions about character, setting, and plot.   | smre_pp_00408 |
|                               | <b>CCSS.ELA-Literacy.RI.1 Informational Text</b>   |   |               |
|                               | <b>Key Ideas and Details</b>   |   |               |
| CCSS.ELA-Literacy.RI.1.1      | Ask and answer questions about key details in a text.                                    | Students listen to or read the informational text, "Surviving the Weather" and answer literal questions that begin with who, where, when, and what.                                   | smre_ip_01144 |
|                               |  | Students listen to or read a informational text, "Quiet Eric, Wacky Jack," compare and contrast ideas in the text, and answer literal questions.                                      | smre_ip_01265 |
|                               |  | Students learn that answering literal questions after reading helps the reader better remember what was read.   | smre_di_00306 |
|                               |  | Students listen to or read the informational text, "Diary of a Butterfly" and answer literal questions, including who, what, when, where, and how questions.                          | smre_ip_01140 |
|                               |  | Students listen to or read the informational text, "Where Does Bread Come From?" Students then identify the main idea, cause and effect, and answer literal questions.                | smre_ip_01260 |
|                               |  | Students listen to or read the informational text, "Bell and Edison: Two Great Inventors," answer literal questions, identify the main idea, and classify words into sets and groups. | smre_ip_01201 |
|                               |  | Students listen to or read the informational text, "Grow a Tomato," answer literal questions, and draw conclusions.   | smre_ip_01136 |
|                               |  | Students listen to or read the informational text, "Zookeeper, What's for Breakfast?" Students classify words into sets and groups and answer literal questions.                      | smre_ip_00030 |
|                               |  | Students listen to or read the informational text, "Weather and Food," draw valid conclusions, answer literal questions, and identify cause-and-effect relationships.                 | smre_ip_01263 |

| Utah Literacy Standards Codes | Utah Literacy K-12 2013 (Core Standards, USA), Grade 1  | SuccessMaker Item Description   | Item Id       |
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|                               |   | Students listen to or read the informational text, "Farming on a Bog." Students also identify cause and effect relationships, answer literal questions, draw conclusions, and identify reasons an author gives to support points. | smre_ip_01262 |
|                               |   | Students listen to or read a informational text, "Reading Maps and Globes," answer literal questions and how questions, and identify regular plurals.   | smre_ip_01082 |
|                               |   | Students listen to or read the informational text, "Packing for the Arctic." Students classify, categorize, and answer questions about fact and opinion.  | smre_ip_00075 |
|                               |   | Students listen to or read the informational text, "Biking Across America." Students also answer literal questions and identify the main idea and supporting details.   | smre_ip_01256 |
|                               |   | Students read the literary text, "Tommy's Chores," answer questions, and draw conclusions.  | smre_pp_00448 |
| CCSS.ELA-Literacy.RI.1.2      | Identify the main topic and retell key details of a text.   | Students listen to "Jumping Rope" and learn to retell the story by stating the main idea and supporting details.  | smre_di_00332 |
|                               | <b>Integration of Knowledge and Ideas</b>   |   |               |
| CCSS.ELA-Literacy.RI.1.8      | Identify the reasons an author gives to support points in a text.   | Students listen to or read the informational text, "Farming on a Bog." Students also identify cause and effect relationships, answer literal questions, draw conclusions, and identify reasons an author gives to support points. | smre_ip_01262 |
|                               | <b>CCSS.ELA-Literacy.RF.1 Foundational Skills</b>   |   |               |
|                               | <b>Phonological Awareness</b>   |   |               |
| CCSS.ELA-Literacy.RF.1.2      | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                              |   |               |
| CCSS.ELA-Literacy.RF.1.2a     | Distinguish long from short vowel sounds in spoken single-syllable words.                                 | Students distinguish between short and long vowel sounds.   | smre_ip_01274 |
|                               |   | Students sort short and long vowel sounds.  | smre_ip_00976 |
|                               |   | Students identify short and long vowel sounds.  | smre_ip_01222 |
|                               |   | Students identify short and long vowel sounds.  | smre_ip_01230 |
| CCSS.ELA-Literacy.RF.1.2b     | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.           | Students learn to read words with initial consonant blends.   | smre_di_00284 |
|                               |   | Students read words with initial consonant blends.  | smre_ip_01048 |
| CCSS.ELA-Literacy.RF.1.2c     | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |   |               |
|                               | <b>Phonics and Word Recognition</b>   |   |               |

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| CCSS.ELA-Literacy.RF.1.3      | Know and apply grade-level phonics and word analysis skills in decoding words.      |  |                |
| CCSS.ELA-Literacy.RF.1.3a     | Know the spelling-sound correspondences for common consonant digraphs.              | Students identify words with the initial and final consonant digraphs ph, wh, ch, and tch.   | smre_ip_01094  |
|                               |   | Students learn about the initial and final consonant digraphs ph, wh, ch, and tch.   | smre_di_00294  |
| CCSS.ELA-Literacy.RF.1.3b     | Decode regularly spelled one-syllable words.  |  |                |
| CCSS.ELA-Literacy.RF.1.3c     | Know final -e and common vowel team conventions for representing long vowel sounds. | Students practice reading and writing words with the irregular vowel sounds ow and ou.   | smre_pp_02363  |
|                               |   | Students listen to or read the decodable text, "The Bike." Students read and identify VCe words (long i).  | smre_ip_00967  |
|                               |   | Students complete sentences using words with the irregular vowel sound oo, as in book.   | smre_ip_00875  |
|                               |   | Students identify VCe words (long i) by matching picture to word and then picture to sentence. Then students read the sentences as connected text.                   | smre_ip_00928  |
|                               |   | Students listen to or read the decodable text, "June and Pete." Students read and identify VCe words (long u and long e).  | smre_ip_00844  |
|                               |   | Students distinguish between short and long vowel sounds by identifying pictures and building words to match the pictures.   | smre_ip_01036  |
|                               |   | Students learn to read VCe words (long i).   | smre_di_00254  |
|                               |   | Students learn to read VCe words (long o).   | smre_di_00231  |
|                               |   | Students identify words with vowel diphthongs (ou, ow) by matching picture to word and then picture to sentence. Then students read the sentences as connected text. | smre_ip_01166  |
|                               |   | Students listen to or read the decodable text, "Old Jo." Students also read and identify words with long i and long o.   | smre_itr_02366 |
|                               |   | Students look at pictures and their names. Students then circle words with the same vowel sound as heard in the word school.   | smre_pp_00421  |
|                               |   | Students identify pictures with the long i and long o vowel sounds.  | smre_ip_02366  |
|                               |   | Students practice reading VCe words (long u and long e).   | smre_ip_00818  |
|                               |   | Students listen to or read the decodable text, "A Note for Rose." Students read and identify VCe words (long o).   | smre_ip_00892  |
|                               |   | Students sort words that end in y (long e and long i sounds).  | smre_ip_01037  |
|                               |   | Students will practice reading and writing VCe words (long o sound).   | smre_pp_00315  |

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|                               |  | Students identify pictures that have the long e and the long u sounds.  | smre_ip_00817  |
|                               |  | Students practice reading read VCe words (long o).  | smre_ip_00865  |
|                               |  | Students listen to or read the decodable text, "On the Ground." Students answer questions that ask why and identify words with vowel diphthongs (ou, ow).             | smre_ip_01200  |
|                               |  | Students learn about the long vowel sounds of the letter y.   | smre_di_00278  |
|                               |  | Students practice reading words with irregular vowel diphthongs (oo, as in book).   | smre_pp_00321  |
|                               |  | Students read words with irregular vowels sounds and write ow or ou to complete the words. (ow/ou as in cow/house)  | smre_pp_00422  |
|                               |  | Students learn to read words with the irregular vowel sound oo, as in book.   | smre_di_00236  |
|                               |  | Students will practice reading VCe words (long a sound) by circling words to match pictures. Students will also use VCe words to complete sentences.                  | smre_pp_00351  |
|                               |  | Students identify pictures with the irregular vowel sounds ow and ou.   | smre_ip_02363  |
|                               |  | Students learn about the vowel sounds of ou and ow.   | smre_di_02363  |
|                               |  | Students identify pictures with the long i sound.   | smre_ip_00927  |
|                               |  | Students read words with consonant digraphs, silent e, and r-controlled vowels.   | smre_pp_00398  |
|                               |  | Students label a picture with the correct word. Correct answers focus on words with irregular vowels ou and ow that make the sound found in house and clown.          | smre_ip_01165  |
|                               |  | Students listen to or read the decodable text, "The Rooks' Farm," and identify words with irregular vowel diphthongs (oo, as in book).                                | smre_ip_00897  |
|                               |  | Students read words with the irregular vowel diphthong oo.  | smre_ip_01237  |
|                               |  | Students complete sentences using VCe words (long a).   | smre_ip_00975  |
|                               |  | Students listen to or read the decodable text, "Amy's Tooth." Students answer literal questions and identify words with irregular vowel diphthongs (oo, as in tooth). | smre_ip_01199  |
|                               |  | Students listen to or read the decodable text, "Puppy Roundup," and identify words with ou and ow.  | smre_itr_02363 |

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|                               |  | Students listen to or read the decodable text, "Kate Wins the Game." Students read and identify VCe words (long a).  | smre_ip_01013 |
|                               |  | Students will practice reading and writing VCe words (long i sound).   | smre_pp_00344 |
|                               |  | Students listen to or read the decodable text, "We Go Fishing." Students read and identify words that end in y.  | smre_ip_01075 |
|                               |  | Students learn to read words with the long i sound spelled i, and to read words with the long o sound spelled o.   | smre_di_02366 |
|                               |  | Students learn to read words with the vowel diphthongs ou and ow, as heard in the words house and clown.   | smre_di_00317 |
|                               |  | Students learn to read VCe words (long u and long e).  | smre_di_00216 |
|                               |  | Students decode words with long vowels to read a story and answer questions about character, setting, and plot.  | smre_pp_00408 |
|                               |  | Students will practice reading VCe words (long u and long e) by circling words that match pictures.  | smre_pp_00296 |
|                               |  | Students practice reading words with the long i and long o vowel sounds.   | smre_pp_02366 |
|                               |  | Students identify pictures that have the long o sound.   | smre_ip_00864 |
|                               |  | Students identify words with the irregular vowel sound oo, as in boom, by matching picture to word and then picture to sentence. Then students read the sentences as connected text. | smre_ip_01164 |
|                               |  | Students learn to read words with the irregular vowel diphthong oo, as in boom.  | smre_di_00316 |
|                               |  | Students learn to read VCe words (long a).   | smre_di_00259 |
| CCSS.ELA-Literacy.RF.1.3f     | Read words with inflectional endings.                  | Students practice reading words with inflectional endings. The word choices include those without spelling changes, and those that drop the e before adding the ending.              | smre_ip_01243 |
|                               |  | Students listen to or read the decodable text, "Luke Meets Pete." Students read words with inflectional endings, including words that change the y to i.                             | smre_ip_01138 |
|                               |  | Students decode words with long vowels that also end in -ing. Students sequence events using the words first, next, and last.  | smre_pp_00403 |
|                               |  | Students will practice reading and writing words with inflectional endings. Word choices include words that drop the letter e before adding the ending.                              | smre_pp_00453 |
|                               |  | Students learn about the meaning of words that end with -er and -est.  | smre_di_00311 |

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|                               |  | Students learn to read and understand words with inflectional endings, including those that drop the e before adding the ending.   | smre_di_00342 |
|                               |  | Students listen to or read the decodable text, "The Last Day of School." Students answer literal questions and draw conclusions. They also identify words with inflectional endings, including those that drop the e before adding the ending. | smre_ip_01266 |
|                               |  | Students practice reading words with inflectional endings, including words that change the y to i before the ending.   | smre_ip_01107 |
|                               |  | Students learn to read and understand words with inflectional endings. They also learn when to change y to i before adding an ending.  | smre_di_00300 |
|                               |  | Students complete sentences using words with inflectional endings, including words that change y to i before the ending.   | smre_ip_01106 |
|                               |  | Students build words with inflectional endings and use the words to complete sentences. Word choices include those without spelling changes, and those that drop the e before adding the ending.   | smre_ip_01242 |
|                               |  | Students practice reading and writing words with inflectional endings that change y to i before the ending is added.   | smre_pp_00401 |
|                               | <b>Fluency</b>   |  |               |
| CCSS.ELA-Literacy.RF.1.4      | Read with sufficient accuracy and fluency to support comprehension.                                  |  |               |
| CCSS.ELA-Literacy.RF.1.4b     | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | Students read the literary text and answer literal questions.  | smre_pp_00413 |
|                               |  | Students are prompted to listen to or read one of two decodable texts: "On the Ground" or "The Wrong Way." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.               | smre_ip_01148 |
|                               |  | Students read with expression.   | smre_di_00309 |
|                               |  | Students are prompted to read one of two decodable texts: "Kate Wins the Game" or "Where Is Dave?" Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.                              | smre_ip_01210 |
|                               |  | Students are prompted to fluently read one of two decodable texts: "Just Go Slow" or "Duck Yells, 'Duck!'" Readings are recorded and students are prompted to save the best recording for teacher assessment.                                  | smre_ip_01093 |



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|                               |  | Students are prompted to listen to or read one of two decodable texts: "Feeling Grumpy" or "Amy's Tooth." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.                               | smre_ip_01150 |
|                               |  | Students read grade-level text with 95-100 percent accuracy.  | smre_ip_01191 |
|                               |  | Students read the literary text "Lany at the Lake" and answer questions about the story.  | smre_pp_00412 |
|                               |  | Students are prompted to listen one of two informational texts: "Zookeeper, What's for Breakfast?" and "Packing for the Arctic." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.        | smre_ip_01213 |
|                               |  | Students are prompted to listen to or read the informational text, "A Pocketful of Presidents," and the literary text, "My Friend Leo." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_01212 |
|                               |  | Students read grade-level text with 95-100 percent accuracy.  | smre_ip_01131 |
|                               |  | Students read grade-level text with 95-100 percent accuracy.  | smre_ip_01189 |
|                               |  | Students are prompted to fluently read one of two decodable texts: "Dear Miss Glenn" or "We Go Fishing." Readings are recorded and students are prompted to save their best recording for teacher assessment.   | smre_ip_01090 |
|                               |  | Students are prompted to read one of two decodable texts: "Zing in a Tank" or "Baseball Time." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.   | smre_ip_01033 |
|                               |  | Students read one of two decodable texts: "Where Is My Badge?" and "On the Trail." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.   | smre_ip_01091 |
|                               |  | Students are prompted to fluently read one of two decodable texts: "At the Shore" or "Day at the Farm." Readings are recorded and students are prompted to save the best recording for teacher assessment.  | smre_ip_01032 |
|                               |  | Students read grade-level text with 95-100 percent accuracy.  | smre_ip_01073 |

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|                               |  | Students are prompted to listen to or read one of two informational texts: "Where Does Bread Come From?" or "If You Were an Orange." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_01147 |
|                               |  | Students learn how to use phrasing to read with expression. Students also practice reading with the narrator.  | smre_di_00327 |
|                               |  | Students are prompted to read one of two decodable texts: "Mom Had a Plan" or "A Big Pest!" Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.   | smre_ip_01031 |
|                               |  | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01250 |
|                               |  | Students are prompted to read one of two decodable texts: "The Noise" and "Hawks, Claws, and a Straw." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.                                      | smre_ip_01149 |
|                               |  | Students are prompted to listen to or read one of two decodable texts: "The Case of the Missing Pie" or "The New Blue Coat." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.         | smre_ip_01030 |
|                               |  | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01190 |
|                               |  | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01192 |
|                               |  | Students are prompted to fluently read one of two decodable texts: "Catch the Bus" or "A Note for Rose." Readings are recorded and students are prompted to save their best recording for teacher assessment.  | smre_ip_01211 |
|                               |  | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01249 |
|                               |  | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01248 |
|                               |  | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01128 |
|                               |  | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01071 |
|                               |  | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01072 |
|                               |  | Students read with phrasing.   | smre_ip_01251 |
|                               |  | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01070 |
|                               |  | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01129 |

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|                               |  | Students are prompted to listen to or read one of two literary texts: "The Greatest Sandwich in the World" or "My Way to a Great Smile." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_01092 |
|                               |  | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01130 |
|                               | <b>CCSS.ELA-Literacy.L.1 Language Conventions of Standard English</b>                                  |  |               |
| CCSS.ELA-Literacy.L.1.1       | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |               |
| CCSS.ELA-Literacy.L.1.1d      | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).          | Students learn about regular plurals.  | smre_di_00285 |
|                               |  | Students label a picture with the correct word. Correct answers focus on regular plural words.   | smre_ip_01050 |
|                               |  | Students read regular plurals and then color the picture that matches the word.  | smre_pp_00382 |
|                               |  | Students listen to or read an informational text, "Reading Maps and Globes," answer literal questions and how questions, and identify regular plurals.   | smre_ip_01082 |
|                               |  | Students identify regular plurals.   | smre_ip_01051 |
| CCSS.ELA-Literacy.L.1.1g      | Use frequently occurring adjectives.   | Students listen to or read the literary text, "My Spaceship." Students also answer literal questions, draw conclusions, and classify words into sets and groups.   | smre_ip_01208 |
|                               |  | Students sort adjectives into sets and groups.   | smre_ip_01181 |
|                               |  | Students classify adjectives into sets and groups.   | smre_ip_01182 |
|                               |  | Students learn that adjectives are describing words. Students also learn to classify words into sets and groups.   | smre_di_00325 |
|                               |  | Students read the literary text, "Dan and His Pets," sequence events, compare and contrast, and identify adjectives and high-frequency words.  | smre_pp_00435 |
|                               |  | Students read and sort nouns, verbs, and adjectives, then cut and paste words into the correct boxes.  | smre_pp_00432 |
| CCSS.ELA-Literacy.L.1.1j      | Use frequently occurring prepositions (e.g., during, beyond, toward).                                  | Students identify the positional words near, through, against, behind, beneath, beside, between, below, around, and across.  | smre_ip_01160 |
|                               |  | Students identify the positional words near, through, against, behind, beneath, beside, between, below, around, and across.  | smre_ip_01159 |

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|                               |  | Students learn about the positional words near, through, against, behind, beneath, beside, between, below, around, and across.   | smre_di_00314 |
|                               |  | Students read sentences and circle the positional words that best complete the sentences. Positional words include behind, below, near, across, beneath, between, below, and beside.   | smre_pp_00418 |
|                               |  | Students listen to or read the literary text, "Where, Oh Where, Is My Elephant?" and then answer literal questions about the beginning, middle, and end of the passage. Students also identify positional words.                               | smre_ip_01197 |
| CCSS.ELA-Literacy.L.1.2       | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |               |
| CCSS.ELA-Literacy.L.1.2d      | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.    | Students practice reading words with inflectional endings. The word choices include those without spelling changes, and those that drop the e before adding the ending.  | smre_ip_01243 |
|                               |  | Students listen to or read the decodable text, "Luke Meets Pete." Students read words with inflectional endings, including words that change the y to i.   | smre_ip_01138 |
|                               |  | Students will practice reading and writing words with inflectional endings. Word choices include words that drop the letter e before adding the ending.  | smre_pp_00453 |
|                               |  | Students learn about the meaning of words that end with -er and -est.  | smre_di_00311 |
|                               |  | Students learn to read and understand words with inflectional endings, including those that drop the e before adding the ending.   | smre_di_00342 |
|                               |  | Students listen to or read the decodable text, "The Last Day of School." Students answer literal questions and draw conclusions. They also identify words with inflectional endings, including those that drop the e before adding the ending. | smre_ip_01266 |
|                               |  | Students practice reading words with inflectional endings, including words that change the y to i before the ending.   | smre_ip_01107 |
|                               |  | Students learn to read and understand words with inflectional endings. They also learn when to change y to i before adding an ending.  | smre_di_00300 |
|                               |  | Students complete sentences using words with inflectional endings, including words that change y to i before the ending.   | smre_ip_01106 |

| Utah Literacy Standards Codes | Utah Literacy K-12 2013 (Core Standards, USA), Grade 1  | SuccessMaker Item Description  | Item Id       |
|-------------------------------|---|--|---------------|
|                               |   | Student build words with inflectional endings and use the words to complete sentences. Word choices include those without spelling changes, and those that drop the e before adding the ending.  | smre_ip_01242 |
|                               |   | Students practice reading and writing words with inflectional endings that change y to i before the ending is added.   | smre_pp_00401 |
| CCSS.ELA-Literacy.L.1.2e      | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  | Students learn to segment and blend words with V/CV, VC/V, and CV syllable patterns.   | smre_di_00277 |
|                               |   | Students learn to segment words into phonemes.   | smre_di_00343 |
|                               |   | Students segment words into four phonemes.   | smre_ip_00874 |
|                               | <b>Vocabulary Acquisition and Use</b>   |  |               |
| CCSS.ELA-Literacy.L.1.4       | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |  |               |
| CCSS.ELA-Literacy.L.1.4a      | Use sentence-level context as a clue to the meaning of a word or phrase.  | Students read with phrasing.   | smre_ip_01251 |
|                               |   | Students learn that identifying the important parts of a sentence tells what the sentence is mostly about.   | smre_di_00330 |
| CCSS.ELA-Literacy.L.1.4b      | Use frequently occurring affixes as a clue to the meaning of a word.  |  |               |
| CCSS.ELA-Literacy.L.1.4c      | Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  | Students practice reading words with inflectional endings. The word choices include those without spelling changes, and those that drop the e before adding the ending.  | smre_ip_01243 |
|                               |   | Students listen to or read the decodable text, "Luke Meets Pete." Students read words with inflectional endings, including words that change the y to i.   | smre_ip_01138 |
|                               |   | Students will practice reading and writing words with inflectional endings. Word choices include words that drop the letter e before adding the ending.  | smre_pp_00453 |
|                               |   | Students learn about the meaning of words that end with -er and -est.  | smre_di_00311 |
|                               |   | Students learn to read and understand words with inflectional endings, including those that drop the e before adding the ending.   | smre_di_00342 |
|                               |   | Students listen to or read the decodable text, "The Last Day of School." Students answer literal questions and draw conclusions. They also identify words with inflectional endings, including those that drop the e before adding the ending. | smre_ip_01266 |
|                               |   | Students practice reading words with inflectional endings, including words that change the y to i before the ending.   | smre_ip_01107 |

| Utah Literacy Standards Codes | Utah Literacy K-12 2013 (Core Standards, USA), Grade 1  | SuccessMaker Item Description   | Item Id       |
|-------------------------------|---|---|---------------|
|                               |   | Students learn to read and understand words with inflectional endings. They also learn when to change y to i before adding an ending.   | smre_di_00300 |
|                               |   | Students complete sentences using words with inflectional endings, including words that change y to i before the ending.  | smre_ip_01106 |
|                               |   | Student build words with inflectional endings and use the words to complete sentences. Word choices include those without spelling changes, and those that drop the e before adding the ending. | smre_ip_01242 |
|                               |   | Students practice reading and writing words with inflectional endings that change y to i before the ending is added.  | smre_pp_00401 |
| CCSS.ELA-Literacy.L.1.5       | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  |   |               |
| CCSS.ELA-Literacy.L.1.5a      | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.   | Students classify and categorize.   | smre_ip_00074 |
|                               |   | Students read the informational text, "Where do Fruits and Vegetables Grow?" Students write the names of different types of fruits and vegetables in the correct categories.                    | smre_pp_00028 |
|                               |   | Students classify words into sets and groups by sorting.  | smre_ip_00073 |
|                               |   | Students learn to classify and categorize.  | smre_di_00018 |
|                               |   | Students cut and paste pictures into the correct categories.  | smre_pp_00423 |
|                               |   | Students classify words into sets and groups by sorting.  | smre_ip_00029 |
|                               |   | Students sort words with V/CV, VC/V, and CV syllable patterns.  | smre_ip_01035 |
|                               |   | Students listen to or read the informational text, "Zookeeper, What's for Breakfast?" Students classify words into sets and groups and answer literal questions.                                | smre_ip_00030 |
|                               |   | Students classify words into sets and groups. Also, students match the compound word to its meaning.  | smre_pp_00011 |
|                               |   | Students learn to classify words into sets and groups.  | smre_di_00008 |
|                               |   | Students listen to or read the informational text, "Packing for the Arctic." Students classify, categorize, and answer questions about fact and opinion.  | smre_ip_00075 |
| CCSS.ELA-Literacy.L.1.6       | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | Students read with phrasing.  | smre_ip_01251 |