



SuccessMaker®

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

Arizona's ELA Standard Code	Arizona's English Language Arts Standards Grade 1	SuccessMaker Item Description	Item ID
1.RL	Reading Standards for Literature		
	Key Ideas and Details		
1.RL.1	Ask and answer questions such as who, what, where, why, when, and how 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 listen to or read the decodable text, "A Big Pest!" Students answer literal questions and questions that ask how. They also identify words with final consonant blends.	smre_ip_01089
		Students listen to or read the informational text, "Diary of a Butterfly" and answer literal questions, including who, what, when, where, and how questions.	smre_ip_01140
		Students read a story and answer questions about characters, setting, and plot.	smre_pp_00404
		Students listen to or read the decodable text, "Just Go Slow." Students answer literal questions and questions that ask how. They also read words with the long vowel patterns oa and ow.	smre_ip_01139
		Students read a story and answer literal questions about characters and setting.	smre_pp_00409
		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

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		Students listen to or read the decodable text, "Mom Had a Plan." Students answer literal questions and how questions. They also identify words with initial consonant blends.	smre_ip_01081
		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
1.RL.2	Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.	Students listen to the literary text, "Pacho and the Inchworm" and learn how retell a story using who, what, when, and where.	smre_di_00302
		Students learn to retell a story to include important events.	smre_di_00293
1.RL.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
	Integration of Knowledge and Ideas		
1.RL.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

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1.RI	Reading Standards for Informational Text		
	Key Ideas and Details		
1.RI.1	Ask and answer questions such as who, what, where, why, and how 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 the decodable text, "A Big Pest!" Students answer literal questions and questions that ask how. They also identify words with final consonant blends.	smre_ip_01089
		Students listen to or read 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 decodable text, "Just Go Slow." Students answer literal questions and questions that ask how. They also read words with the long vowel patterns oa and ow.	smre_ip_01139
		Students listen to or read the informational text, "Grow a Tomato," answer literal questions, and draw conclusions.	smre_ip_01136

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		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
		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 decodable text, "Mom Had a Plan." Students answer literal questions and how questions. They also identify words with initial consonant blends.	smre_ip_01081
		Students listen to or read the informational text, "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
1.RI.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
	Integration of Knowledge and Ideas		
1.RI.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

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1.RF	Reading Standards: Foundational Skills		
	Phonological Awareness		
1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
1.RF.2.a	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
1.RF.2.b	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
1.RF.2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		
1.RF.2.e	Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain) and consonant blends (e.g., /bl/, /st/, /tr/).	Students learn to read words with initial consonant blends.	smre_di_00284
		Students read words with initial consonant blends.	smre_ip_01048
	Phonics and Word Recognition		
1.RF.3	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.		
1.RF.3.a	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
1.RF.3.d	Recognize and apply all six syllable types when decoding grade level texts.	Students practice reading and writing words with the irregular vowel sounds ow and ou.	smre_pp_02363
		Students complete sentences using words with the irregular vowel sound oo, as in book.	smre_ip_00875
		Students learn to segment and blend words with V/CV, VC/V, and CV syllable patterns.	smre_di_00277
		Students learn to read words with the final consonant digraphs sh and th.	smre_di_00281

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		Students practice reading V/CV, VC/V, and CV words by circling words that match pictures.	smre_pp_00373
		Students listen to or read the decodable text, "Begin to Dance." Students practice dividing V/CV, VC/V, and CV words into syllables.	smre_ip_01074
		Students read the literary text and underline the words with final consonant blends. Students also match pictures with the words that name them.	smre_pp_00391
		Students identify words with 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 practice reading r-controlled vowels (or, ore) by circling words that match pictures.	smre_pp_00396
		Students practice reading words with r-controlled vowels (ar).	smre_pp_00395
		Students sort words with r-controlled vowels (ar).	smre_ip_01096
		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 identify words with r-controlled vowels (er, ir, ur) by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01101
		Students look at pictures and their names. Students then circle words with the same vowel sound as heard in the word school.	smre_pp_00421
		Students listen to or read the decodable text, "Day at the Farm." Students also recognize the sounds and spellings of r-controlled vowels (ar).	smre_ip_01133
		Students practice reading words with the vowel variants a and al, as in ball and walk.	smre_ip_00866
		Students identify words with initial and final consonant digraphs sh and th.	smre_ip_01043
		Students read words with final consonant blends.	smre_ip_01064

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		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 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 identify the meaning of words with the endings -er and -est.	smre_ip_01154
		Students complete sentences using grade-level words with the endings -er and -est.	smre_ip_01153
		Students learn about the vowel sounds of ou and ow.	smre_di_02363
		Students identify words with long vowel patterns (VCe) by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01097
		Students listen to or read the decodable text, "At the Shore." Students recognize the sounds and spellings of r-controlled vowels (or, ore).	smre_ip_01134
		Students complete sentences with words that have r-controlled vowels: er, ir, ur.	smre_ip_01100
		Students cut and paste words with ir, ur, and er into the correct box marked with an r-controlled vowel.	smre_pp_00397
		Students read words with consonant digraphs, silent e, and r-controlled vowels.	smre_pp_00398

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		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 learn to read words with final consonant blends.	smre_di_00292
		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 learn about the r-controlled vowel: ar.	smre_di_00295
		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 identify the sounds and spellings of the r-controlled vowels ar, ir, or, and ur.	smre_ip_01221
		Students identify words with initial consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01049
		Students listen to or read the decodable text, "Puppy Roundup," and identify words with ou and ow.	smre_itr_02363
		Students practice dividing VC/CV words into syllables.	smre_pp_00376
		Students practice reading and writing words with the consonant digraphs sh and th.	smre_pp_00377
		Students listen to or read the decodable text, "Kate Wins the Game." Students read and identify VCe words (long a).	smre_ip_01013
		Students learn about VC/CV syllable patterns.	smre_di_00280
		Students identify the sounds and spellings of r-controlled vowels (or, ore) by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01099

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		Students practice reading words with V/CV, VC/V, and CV syllable patterns.	smre_ip_01034
		Students listen to or read the decodable text, "Fishing with Tad." Students also identify words with the final consonant digraphs sh and th.	smre_ip_01078
		Students sort words with V/CV, VC/V, and CV syllable patterns.	smre_ip_01035
		Students listen to or read the decodable text, "Swirls and Twirls." Students draw conclusions and answer literal questions. They also recognize the sounds and spellings of r-controlled vowels (ir, ur).	smre_ip_01135
		Students learn to read words with the vowel variants a and al, as in ball and walk.	smre_di_00232
		Students look at pictures and circle the word that best describes the picture. Choices include words with the endings -er and -est.	smre_pp_00415
		Students learn to read words with the vowel diphthongs ou and ow, as heard in the words house and clown.	smre_di_00317
		Students practice reading words with VC/CV syllable patterns.	smre_ip_01040
		Students learn about the r-controlled vowels: er, ir, ur.	smre_di_00297
		Students listen to or read the decodable text, "Bandit." Students count syllables in words and divide VC/CV words into syllables.	smre_ip_01077
		Students sort words with the final consonant digraphs sh and th.	smre_ip_01042
		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 about the r-controlled vowel: or, ore.	smre_di_00296
		Students learn to read VCe words (long a).	smre_di_00259
1.RF.3.e	Read words with inflectional endings.	Students practice reading words with inflectional endings. The word choices include those without spelling changes, and those that drop the e before adding the ending.	smre_ip_01243

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		Students listen to or read the decodable text, "Luke Meets Pete." Students read words with inflectional endings, including words that change the y to i.	smre_ip_01138
		Students decode words with long vowels that also end in -ing. Students sequence events using the words first, next, and last.	smre_pp_00403
		Students will practice reading and writing words with inflectional endings. Word choices include words that drop the letter e before adding the ending.	smre_pp_00453
		Students learn about the meaning of words that end with -er and -est.	smre_di_00311
		Students learn to read and understand words with inflectional endings, including those that drop the e before adding the ending.	smre_di_00342
		Students listen to or read the decodable text, "The Last Day of School." Students answer literal questions and draw conclusions. They also identify words with inflectional endings, including those that drop the e before adding the ending.	smre_ip_01266
		Students practice reading words with inflectional endings, including words that change the y to i before the ending.	smre_ip_01107
		Students learn to read and understand words with inflectional endings. They also learn when to change y to i before adding an ending.	smre_di_00300
		Students complete sentences using words with inflectional endings, including words that change y to i before the ending.	smre_ip_01106
		Students build words with inflectional endings and use the words to complete sentences. Word choices include those without spelling changes, and those that drop the e before adding the ending.	smre_ip_01242
		Students practice reading and writing words with inflectional endings that change y to i before the ending is added.	smre_pp_00401

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	Fluency		
1.RF.4	Read with sufficient accuracy and fluency to support comprehension.		
1.RF.4.b	Read on-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
		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

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		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
		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

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		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
1.W	Writing Standards		
1.WF	Writing Standards: Foundational Skills		
	Sound-letter basics and Handwriting		
	Spelling		
1.WF.3	Know and apply phonics and word analysis skills when encoding words.		
1.WF.3.a	Spell common, regular, single-syllable words using:		
1.WF.3.a.1	Short vowels and single consonants.	Students listen to or read the decodable text, "A Plan for Trash." Students identify words with the vowel variants a and al.	smre_ip_00893
1.WF.3.a.2	Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).	Students will practice reading and writing words with the final consonant patterns -ng and -nk.	smre_pp_00389
		Students learn to read words with the final consonant patterns -ng and -nk.	smre_di_00290
		Students read words with the final consonant patterns -ng and -nk.	smre_ip_01060
		Students listen to or read the decodable text, "Zing in a Tank." Students also read and identify words with the final consonant patterns -ng and -nk.	smre_ip_01087
		Students listen to or read the decodable text, "Where Is My Badge?" Students identify words with the final consonant pattern -dge.	smre_itr_02360
		Students identify words with the initial and final consonant digraphs ph, wh, ch, and tch.	smre_ip_01094
		Students identify words with the final consonant patterns -ng and -nk by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01061
		Students complete sentences using words with the soft sounds for the letters c and g.	smre_ip_01214

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		Students listen to or read the decodable text, "Where Is Dave?" Students read and identify words with the soft sounds for the letters c and g.	smre_ip_01252
		Students read words with consonant digraphs, silent e, and r-controlled vowels.	smre_pp_00398
		Students practice reading and writing words that end with the final consonant pattern -dge.	smre_pp_02360
		Students will practice reading words with the soft sounds for the letters c and g by circling words to match pictures. Students will also use words to complete sentences.	smre_pp_00436
		Students learn about the soft consonant sounds for the letters c and g.	smre_di_00328
		Students identify words with the soft sounds for the letters c and g by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01215
		Students complete sentences using words with the final consonant pattern -dge.	smre_ip_02360
		Students learn to read words with the final consonant pattern -dge.	smre_di_02360
		Students learn about the initial and final consonant digraphs ph, wh, ch, and tch.	smre_di_00294
1.WF.3.a.3	Initial and final consonant blends (e.g., must, slab, plump).	Students read words with final consonant blends. Students identify words with consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01065
		Students identify words with initial and final consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01041
		Students read a passage and then cut pictures from the passage and paste them in the correct order. Students also write contractions that come from the words is and am, read positional words, and match words with the initial blends.	smre_pp_00419

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1.WF.3.a.4	Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).	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 learn about the long e vowel patterns ea and ee.	smre_di_00305
		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 read a story that includes contractions and words with irregular vowel patterns, then answer questions about vowel sounds, contractions, nouns, and rhyming words.	smre_pp_00425
		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 decode words with the long vowel patterns ai and ay. Then they match the words to the pictures.	smre_pp_00400

Arizona's ELA Standard Code	Arizona's English Language Arts Standards Grade 1	SuccessMaker Item Description	Item ID
		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 read words with long vowel patterns.	smre_ip_01111
		Students identify pictures with the long i and long o vowel sounds.	smre_ip_02366
		Students practice reading words with the long vowel pattern ee.	smre_pp_00407
		Students practice reading VCe words (long u and long e).	smre_ip_00818
		Students identify words with the long vowel patterns oa and ow by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01109
		Students listen to or read the decodable text, "A Note for Rose." Students read and identify VCe words (long o).	smre_ip_00892
		Students label a picture with the correct word. Correct answers focus on words with the long vowel patterns ai and ay.	smre_ip_01104
		Students 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
		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 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

Arizona's ELA Standard Code	Arizona's English Language Arts Standards Grade 1	SuccessMaker Item Description	Item ID
		Students listen to or read the decodable text, "Just Right!" Students read and identify words with the long i patterns (ie and igh).	smre_ip_01141
		Students 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 listen to or read the decodable text, "On the Trail." Students answer literal questions, and read words with long a vowel patterns (ai and ay).	smre_ip_01137
		Students 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 listen to or read the decodable text, "Dear Miss Glenn." Students answer literal questions and draw conclusions. They also identify words with the long e vowel patterns ee and ea.	smre_ip_01143
		Students read words with the irregular vowel diphthong oo.	smre_ip_01237
		Students complete sentences using VCe words (long a).	smre_ip_00975
		Students learn about the long vowel patterns ai and ay.	smre_di_00299
		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

Arizona's ELA Standard Code	Arizona's English Language Arts Standards Grade 1	SuccessMaker Item Description	Item ID
		Students listen to or read the decodable text, "Just Go Slow." Students answer literal questions and questions that ask how. They also read words with the long vowel patterns oa and ow.	smre_ip_01139
		Students decode words with long o vowel patterns (oa, ow) and circle the word that completes the sentence.	smre_pp_00402
		Students listen to or read the decodable text, "Puppy Roundup," and identify words with ou and ow.	smre_itr_02363
		Students listen to or read the decodable text, "Kate Wins the Game." Students read and identify VCe words (long a).	smre_ip_01013
		Students read a poem and identify words with the long vowel patterns ie and igh. Students will then use words with the long i vowel patterns to complete sentences.	smre_pp_00405
		Students read "A New Flute for Sue" and circle the words that have the long u sound.	smre_pp_00410
		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 identify words with the long vowel patterns ai and ay by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01105
		Students label pictures with the correct words. Correct answers focus on words with the long vowel patterns ie and igh.	smre_ip_01112
		Students learn to read words with the vowel diphthongs ou and ow, as heard in the words house and clown.	smre_di_00317
		Students identify words with the long vowel patterns ie and igh by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01113

Arizona's ELA Standard Code	Arizona's English Language Arts Standards Grade 1	SuccessMaker Item Description	Item ID
		Students label pictures with the correct words. Correct answers focus on words with the long vowel patterns ea and ee.	smre_ip_01116
		Students learn to read VCe words (long u and long e).	smre_di_00216
		Students learn about the long vowel patterns ie and igh.	smre_di_00303
		Students identify words with long vowel patterns by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01119
		Students decode words with long vowels to read a story and answer questions about character, setting, and plot.	smre_pp_00408
		Students label pictures with the correct words. Correct answers focus on words with the long vowel patterns oa and ow.	smre_ip_01108
		Students identify words with long vowel patterns ue and ew by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01121
		Students will practice reading VCe words (long u and long e) by circling words that match pictures.	smre_pp_00296
		Students listen to or read the decodable text, "The New Blue Coat." Students answer literal questions and draw conclusions. They also identify words with the long vowel patterns ue, ui, and ew.	smre_ip_01145
		Students learn about the long vowel patterns ue, ui, and ew.	smre_di_00307
		Students label a picture with the correct word. Correct answers focus on words with long vowel patterns ue, ui, and ew.	smre_ip_01120
		Students 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

Arizona's ELA Standard Code	Arizona's English Language Arts Standards Grade 1	SuccessMaker Item Description	Item ID
		Students learn to read words with the irregular vowel diphthong oo, as in boom.	smre_di_00316
		Students identify words with the long vowel patterns ea and ee by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01117
		Students learn about the long vowel patterns oa and ow.	smre_di_00301
		Students learn to read VCe words (long a).	smre_di_00259
1.WF.3.a.5	Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).	Students practice reading r-controlled vowels (or, ore) by circling words that match pictures.	smre_pp_00396
		Students practice reading words with r-controlled vowels (ar).	smre_pp_00395
		Students sort words with r-controlled vowels (ar).	smre_ip_01096
		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 identify words with r-controlled vowels (er, ir, ur) by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01101
		Students listen to or read the decodable text, "Day at the Farm." Students also recognize the sounds and spellings of r-controlled vowels (ar).	smre_ip_01133
		Students identify the meaning of words with the endings -er and -est.	smre_ip_01154
		Students complete sentences using grade-level words with the endings -er and -est.	smre_ip_01153
		Students identify words with long vowel patterns (VCe) by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01097
		Students listen to or read the decodable text, "At the Shore." Students recognize the sounds and spellings of r-controlled vowels (or, ore).	smre_ip_01134

Arizona's ELA Standard Code	Arizona's English Language Arts Standards Grade 1	SuccessMaker Item Description	Item ID
		Students complete sentences with words that have r-controlled vowels: er, ir, ur.	smre_ip_01100
		Students cut and paste words with ir, ur, and er into the correct box marked with an r-controlled vowel.	smre_pp_00397
		Students read words with consonant digraphs, silent e, and r-controlled vowels.	smre_pp_00398
		Students learn about the r-controlled vowel: ar.	smre_di_00295
		Students identify the sounds and spellings of the r-controlled vowels ar, ir, or, and ur.	smre_ip_01221
		Students identify the sounds and spellings of r-controlled vowels (or, ore) by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01099
		Students listen to or read the decodable text, "Swirls and Twirls." Students draw conclusions and answer literal questions. They also recognize the sounds and spellings of r-controlled vowels (ir, ur).	smre_ip_01135
		Students look at pictures and circle the word that best describes the picture. Choices include words with the endings -er and -est.	smre_pp_00415
		Students learn about the r-controlled vowels: er, ir, ur.	smre_di_00297
		Students learn about the r-controlled vowel: or, ore.	smre_di_00296
1.WF.3.b	With prompting and support, spell on-level words with inflectional endings:		
1.WF.3.b.1	Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).	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

Arizona's ELA Standard Code	Arizona's English Language Arts Standards Grade 1	SuccessMaker Item Description	Item ID
		Students learn about the meaning of words that end with -er and -est.	smre_di_00311
		Students learn to read and understand words with inflectional endings, including those that drop the e before adding the ending.	smre_di_00342
		Students listen to or read the decodable text, "The Last Day of School." Students answer literal questions and draw conclusions. They also identify words with inflectional endings, including those that drop the e before adding the ending.	smre_ip_01266
		Students practice reading words with inflectional endings, including words that change the y to i before the ending.	smre_ip_01107
		Students learn to read and understand words with inflectional endings. They also learn when to change y to i before adding an ending.	smre_di_00300
		Students complete sentences using words with inflectional endings, including words that change y to i before the ending.	smre_ip_01106
		Student build words with inflectional endings and use the words to complete sentences. Word choices include those without spelling changes, and those that drop the e before adding the ending.	smre_ip_01242
		Students practice reading and writing words with inflectional endings that change y to i before the ending is added.	smre_pp_00401
1.WF.3.b.2	Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).	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 a 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

Arizona's ELA Standard Code	Arizona's English Language Arts Standards Grade 1	SuccessMaker Item Description	Item ID
1.WF.3.b.3	Adjectives with -er, -est, and no change to the base word (e.g. slower, slowest).	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
		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

Arizona's ELA Standard Code	Arizona's English Language Arts Standards Grade 1	SuccessMaker Item Description	Item ID
1.WF.3.d	Spell grade-level appropriate words in English as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:		
1.WF.3.d.1	Irregular words (e.g., said, what, are, they, was).	Students locate sight words and high-frequency words.	smre_ip_01188
		Students read the literary text and answer questions about the characters. Students also write missing letters from words.	smre_pp_00393
		Students locate sight words and high-frequency words.	smre_ip_01068
		Students read sight words and high-frequency words.	smre_ip_01273
		Students locate sight words and high-frequency words.	smre_ip_01067
		Students complete sentences with sight words and high-frequency words.	smre_ip_01236
		Students recognize sight words and high-frequency words.	smre_ip_01126
		Students complete sentences with sight words and high-frequency words.	smre_ip_01232
		Students locate sight words and high-frequency words.	smre_ip_01183
		Students identify sight words and high-frequency words.	smre_ip_01218
		Students identify sight words and high-frequency words.	smre_ip_01245
		Students locate sight words and high-frequency words.	smre_ip_01127
		Students locate sight words and high-frequency words.	smre_ip_01125
		Students locate sight words and high-frequency words.	smre_ip_01185
1.L	Language Standards		
	Conventions of Standard English		
1.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
1.L.1.b	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

Arizona's ELA Standard Code	Arizona's English Language Arts Standards Grade 1	SuccessMaker Item Description	Item ID
		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 identify regular plurals.	smre_ip_01051
1.L.1.e	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
1.L.1.h	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
		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

Arizona's ELA Standard Code	Arizona's English Language Arts Standards Grade 1	SuccessMaker Item Description	Item ID
	Knowledge of Language		
	Vocabulary Acquisition and Use		
1.L.4	With guidance and support from adults, 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.		
1.L.4.b	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
		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

Arizona's ELA Standard Code	Arizona's English Language Arts Standards 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
1.L.4.c	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
1.L.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		
1.L.5.a	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

Arizona's ELA Standard Code	Arizona's English Language Arts Standards Grade 1	SuccessMaker Item Description	Item ID
		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
1.L.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

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