



SuccessMaker®

**Florida B.E.S.T. Standards – English Language Arts 2020
Benchmarks for Excellent Student Thinking
Grade 1**

**Alignments to SuccessMaker
Providing rigorous intervention
for K-8 learners with unparalleled precision**

| Florida B.E.S.T. Standards Codes | Florida B.E.S.T. Standards English Language Arts 2020 Grade 1 | SuccessMaker Item Descriptions | Item IDs |
|----------------------------------|---|--|----------|
| | Foundational Skills | | |
| | Phonological Awareness | | |
| ELA.1.F.1.2 | Demonstrate phonological awareness. | | |
| ELA.1.F.1.2.a. | Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs. | Phonological and Print Awareness Targeted Lesson 10: Segment Three-Phoneme Words | |
| | | Phonological and Print Awareness Targeted Lesson 17: Segment Words with Three to Five Phonemes | |
| ELA.1.F.1.2.b. | Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs. | Phonological and Print Awareness Targeted Lesson 15: Blend Phonemes in Four-Phoneme Words | |
| | | Phonological and Print Awareness Targeted Lesson 8: Blend Phonemes in Three-Phoneme Words | |
| ELA.1.F.1.2.c. | Blend single-syllable spoken words with at least five phonemes. | Phonological and Print Awareness Targeted Lesson 15: Blend Phonemes in Four-Phoneme Words | |
| | | Phonological and Print Awareness Targeted Lesson 8: Blend Phonemes in Three-Phoneme Words | |
| ELA.1.F.1.2.d. | Segment single-syllable spoken words with at least five phonemes. | Phonological and Print Awareness Targeted Lesson 10: Segment Three-Phoneme Words | |
| | | Phonological and Print Awareness Targeted Lesson 17: Segment Words with Three to Five Phonemes | |
| ELA.1.F.1.2.e. | Segment and blend phonemes in multi-syllable spoken words. | Phonics and Spelling Targeted Lesson 46: Syllable Pattern VCV (both V/CV and VC/V) | |
| | | Phonological and Print Awareness Targeted Lesson 10: Segment Three-Phoneme Words | |
| | | Phonics and Spelling Targeted Lesson 47: Syllable Pattern VCCCV | |

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| | | Phonological and Print Awareness Targeted Lesson 15: Blend Phonemes in Four-Phoneme Words | |
| | | Phonics and Spelling Targeted Lesson 45: Syllable Pattern VCCV (VC/CV) | |
| | | Phonological and Print Awareness Targeted Lesson 17: Segment Words with Three to Five Phonemes | |
| | | Phonological and Print Awareness Targeted Lesson 8: Blend Phonemes in Three-Phoneme Words | |
| | Phonics and Word Analysis | | |
| ELA.1.F.1.3 | Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. | | |
| ELA.1.F.1.3.a. | Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends. | 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 words with consonant digraphs, silent e, and r-controlled vowels. | smre_pp_00398 |
| | | Students read words that begin with three-letter consonant blends. | smre_ip_01058 |
| | | Students read words with initial consonant blends. | smre_ip_01048 |
| | | Students read words that begin with three-letter 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_01059 |
| | | 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 |

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| | | 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 learn to read words with initial consonant blends. | smre_di_00284 |
| | | Students listen to or read the decodable text, "Scram!" Students identify words with three-letter initial consonant blends. | smre_ip_01086 |
| | | 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_01053 |
| | | Students practice reading words with three-letter initial consonant blends by circling words that match pictures. | smre_pp_00387 |
| | | Students learn to read words with final consonant blends. | smre_di_00292 |
| | | Students read words with final consonant blends. | smre_ip_01064 |
| | | 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 learn to read words that begin with three-letter consonant blends. | smre_di_00289 |
| | | Students identify words with initial consonant blends by circling pictures that match the sentences. | smre_pp_00381 |
| | | Phonics and Spelling Targeted Lesson 46: Syllable Pattern VCV (both V/CV and VC/V) | |
| | | Phonics and Spelling Targeted Lesson 27: Long i: i and Long o: o | |
| | | Phonics and Spelling Targeted Lesson 24: Consonant Trigraphs dge, tch | |

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|----------------------------------|---|---|---------------|
| | | Phonics and Spelling Targeted Lesson 21: Consonant Patterns ng, nk | |
| | | Phonics and Spelling Targeted Lesson 47: Syllable Pattern VCCCV | |
| | | Phonics and Spelling Targeted Lesson 10: Consonant Digraphs ch, wh, ph | |
| | | Phonics and Spelling Targeted Lesson 23: Three-Letter Consonant Blends | |
| | | Phonics and Spelling Targeted Lesson 45: Syllable Pattern VCCV (VC/CV) | |
| | | Phonics and Spelling Targeted Lesson 8: Decode and Spell CCVC and CVCC Words: Consonant Blends | |
| ELA.1.F.1.3.b. | Decode simple words with r-controlled vowels. | Students practice reading words with r-controlled vowels (ar). | smre_pp_00395 |
| | | Students learn about the r-controlled vowel: or, ore. | smre_di_00296 |
| | | 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 cut and paste words with ir, ur, and er into the correct box marked with an r-controlled vowel. | smre_pp_00397 |
| | | 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 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 |

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| | | Students learn to read words that end in -er and -or. | smre_di_02364 |
| | | Students learn about the r-controlled vowel: ar. | smre_di_00295 |
| | | Students listen to or read the decodable text, "Teacher, Actor, or Sailor." Students also identify words that end in -er and -or. | smre_itr_02364 |
| | | Students identify the sounds and spellings of the r-controlled vowels ar, ir, or, and ur. | smre_ip_01221 |
| | | Students complete sentences with words that have r-controlled vowels: er, ir, ur. | smre_ip_01100 |
| | | Students practice reading and writing words that end in -er and -or. | smre_pp_02364 |
| | | 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 learn about the r-controlled vowels: er, ir, ur. | smre_di_00297 |
| | | Students practice reading r-controlled vowels (or, ore) by circling words that match pictures. | smre_pp_00396 |
| | | Phonics and Spelling Targeted Lesson 37: r-Controlled Vowels er, ir, ur | |
| | | Phonics and Spelling Targeted Lesson 36: r-Controlled Vowel ar | |
| | | Phonics and Spelling Targeted Lesson 38: r-Controlled Vowels or, ore | |
| ELA.1.F.1.3.c. | Decode and encode regularly spelled one-syllable words. | Phonics and Spelling Targeted Lesson 28: Vowel Teams oo, ou | |
| | | Phonics and Spelling Targeted Lesson 5: Decode and Spell CVC Words: Short u, Consonants Rr/r/, Ww/w/, Jj/j/, Kk/k/ | |
| | | Phonics and Spelling Targeted Lesson 27: Long i: i and Long o: o | |

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| | | Phonics and Spelling Targeted Lesson 4: Decode and Spell CVC Words: Short e, Consonants Dd/d/, Ll/l/, Hh/h/ | |
| | | Phonics and Spelling Targeted Lesson 3: Decode and Spell CVC Words: Short o, Consonants Ff/f/, Bb/b/, Gg/g/ | |
| | | Phonics and Spelling Targeted Lesson 6: Decode and Spell CVC Words: Qq/kw/, Vv/v/, Yy/y/, Zz/z/ | |
| | | Phonics and Spelling Targeted Lesson 21: Consonant Patterns ng, nk | |
| | | Phonics and Spelling Targeted Lesson 15: Vowel Sounds of y | |
| | | Phonics and Spelling Targeted Lesson 10: Consonant Digraphs ch, wh, ph | |
| | | Phonics and Spelling Targeted Lesson 26: Long i: igh | |
| | | Phonics and Spelling Targeted Lesson 9: Consonant Digraphs sh, th | |
| | | Phonics and Spelling Targeted Lesson 2: Decode and Spell CVC Words: Short i, Consonants Cc/k/, Pp/p/, Nn/n/ | |
| | | Phonics and Spelling Targeted Lesson 8: Decode and Spell CCVC and CVCC Words: Consonant Blends | |
| | | Phonics and Spelling Targeted Lesson 7: Decode and Spell CVC and CVCC Words: Final x/ks/, ck/k/. | |
| | | Phonics and Spelling Targeted Lesson 12: Short Vowels and Long Vowels | |

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| ELA.1.F.1.3.d. | Decode words with inflectional endings. | Students learn to read and understand words with inflectional endings, including those that drop the e before adding the ending. | smre_di_00342 |
| | | 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 practice reading and writing words with inflectional endings that change y to i before the ending is added. | smre_pp_00401 |
| | | 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 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 decode words with long vowels that also end in -ing. Students sequence events using the words first, next, and last. | smre_pp_00403 |
| | | Students learn about the meaning of words that end with -er and -est. | smre_di_00311 |
| | | 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 practice reading words with inflectional endings, including words that change the y to i before the ending. | smre_ip_01107 |
| | | 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 |

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| | | Students complete sentences using words with inflectional endings, including words that change y to i before the ending. | smre_ip_01106 |
| | | Phonics and Spelling Targeted Lesson 31: Inflected Ending -ed | |
| | | Phonics and Spelling Targeted Lesson 32: Inflected Ending -ed with Spelling Changes | |
| | | Phonics and Spelling Targeted Lesson 30: Inflected Ending -ing with Spelling Changes | |
| | | Phonics and Spelling Targeted Lesson 34: Comparative and Superlative Endings with Spelling Changes | |
| | | Phonics and Spelling Targeted Lesson 11: Decode and Spell Words: Plural and Inflected Endings -s and -es | |
| | | Phonics and Spelling Targeted Lesson 29: Inflected Ending -ing | |
| ELA.1.F.1.3.e. | Decode two-syllable words with regular patterns by breaking the words into syllables. | Phonics and Spelling Targeted Lesson 33: Comparative and Superlative Endings | smre_ip_01035 |
| | | Students practice reading words with VC/CV syllable patterns. | smre_ip_01040 |
| | | Students practice reading words with V/CV, VC/V, and CV syllable patterns. | smre_ip_01034 |
| | | Students learn about VC/CV syllable patterns. | smre_di_00280 |
| | | Students learn to segment and blend words with V/CV, VC/V, and CV syllable patterns. | smre_di_00277 |
| | | 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 practice reading V/CV, VC/V, and CV words by circling words that match pictures. | smre_pp_00373 |
| | | Students practice dividing VC/CV words into syllables. | smre_pp_00376 |

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| | | Students listen to or read the decodable text, "Bandit." Students count syllables in words and divide VC/CV words into syllables. | smre_ip_01077 |
| | | Phonics and Spelling Targeted Lesson 46: Syllable Pattern VCV (both V/CV and VC/V) | |
| | | Phonics and Spelling Targeted Lesson 47: Syllable Pattern VCCCV | |
| | | Phonics and Spelling Targeted Lesson 45: Syllable Pattern VCCV (VC/CV) | |
| ELA.1.F.1.3.f. | Decode words that use final –e and vowel teams to make long-vowel sound. | Students practice reading words with the long vowel pattern ee. | smre_pp_00407 |
| | | 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 decode words with the long vowel patterns ai and ay. Then they match the words to the pictures. | smre_pp_00400 |
| | | 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 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 read "A New Flute for Sue" and circle the words that have the long u sound. | smre_pp_00410 |
| | | 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 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 |

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| | | Students practice reading VCe words (long u and long e). | smre_ip_00818 |
| | | Students decode words with long o vowel patterns (oa, ow) and circle the word that completes the sentence. | smre_pp_00402 |
| | | Students practice reading words with the long i and long o vowel sounds. | smre_pp_02366 |
| | | Students sort words that end in y (long e and long i sounds). | smre_ip_01037 |
| | | 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 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 decode words with long vowels to read a story and answer questions about character, setting, and plot. | smre_pp_00408 |
| | | 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 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 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 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 |

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| | | 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 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 VCe words (long u and long e) by circling words that match pictures. | smre_pp_00296 |
| | | Students learn to read VCe words (long u and long e). | smre_di_00216 |
| | | 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 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 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 read words with long vowel patterns. | smre_ip_01111 |
| | | Phonics and Spelling Targeted Lesson 40: Diphthongs oi, oy | |
| | | Phonics and Spelling Targeted Lesson 19: Long o Digraphs oa, ow | |
| | | Phonics and Spelling Targeted Lesson 14: Long Vowels CV | |
| | | Phonics and Spelling Targeted Lesson 18: Long i Digraph ie | |
| | | Phonics and Spelling Targeted Lesson 39: Diphthongs ow, ou | |
| | | Phonics and Spelling Targeted Lesson 20: Long u Digraphs ue, ew, ui | |

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| | | Phonics and Spelling Targeted Lesson 17: Long e Digraphs ee, ea | |
| | | Phonics and Spelling Targeted Lesson 16: Long a Digraphs ai, ay | |
| | | Phonics and Spelling Targeted Lesson 13: Long Vowels CVCe | |
| | Fluency | | |
| ELA.1.F.1.4 | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. | | |
| ELA.1.F.1.4.a. | Recognize and read with automaticity the grade-level sight words. | Students locate content words and high-frequency words. | smre_ip_01240 |
| | | Students locate content words and high-frequency words. | smre_ip_01234 |
| | | Students locate sight words and high-frequency words: on, or, had, not, have, but, one, by, all, was, and, what. | smre_ip_01066 |
| | | Students read sight words and high-frequency words: off, play, away, with, go, every, never, saw, down, over, don't, got, after, around, again. | smre_ip_01244 |
| | | Students locate sight words and high-frequency words. | smre_ip_01127 |
| | | Students locate sight words and high-frequency words. | smre_ip_01183 |
| | | Students complete sentences with sight words and high-frequency words. | smre_ip_01232 |
| | | Students locate content words or high-frequency words. | smre_ip_01246 |
| | | Students locate sight words and high-frequency words: before, right, too, after, old, any, came, know, want, around, think, take. | smre_ip_01187 |
| | | Students locate sight words and high-frequency words: about, said, many, this, your, when, then, that, what, them, will, use, do, out, up. | smre_ip_01069 |
| | | Students complete sentences with sight words and high-frequency words. | smre_ip_01236 |
| | | Students recognize sight words and high-frequency words. | smre_ip_01126 |

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| | | Students identify sight words and high-frequency words. | smre_ip_01245 |
| | | Students locate sight words and high-frequency words. | smre_ip_01188 |
| | | Students locate content words and high-frequency words. | smre_ip_01247 |
| | | Students locate sight words and high-frequency words. | smre_ip_01067 |
| | | Students read the literary text that includes high-frequency words and answer questions about the main character. | smre_pp_00392 |
| | | Students locate content words or high-frequency words. | smre_ip_01228 |
| | | Students locate sight words and high-frequency words: these, so, some, her, would, make, going, like, about, when, would, going, some, many, these. | smre_ip_01124 |
| | | Students locate sight words and high-frequency words. | smre_ip_01125 |
| | | Students locate sight words and high-frequency words. | smre_ip_01068 |
| | | Students read sight words and high-frequency words. | smre_ip_01273 |
| | | Students read the literary text, "Jim's Run," that contains high-frequency words. Students then draw pictures that match each page in the story. | smre_pp_00434 |
| | | Students locate and understand sight words and high-frequency words: think, me, take, made, get, now, call, no, write, him, make, these. | smre_ip_01173 |
| | | Students locate sight words and high-frequency words. | smre_ip_01185 |
| | | 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 identify sight words and high-frequency words. | smre_ip_01218 |
| | Reading | | |

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| ELA.1.R.1 | Reading Prose and Poetry | | |
| | Literary Elements | | |
| ELA.1.R.1.1 | Identify and describe the main story elements in a story. | Students listen to or read the decodable text, "Let's Pretend." Students sequence the events and draw conclusions. | smre_ip_01207 |
| | | Students listen to the literary text with four events and learn how to identify what happened in the story. | smre_di_00310 |
| | | 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 a passage with five or more events and learn to identify the correct sequence of events. | smre_di_00324 |
| ELA.1.R.3 | Reading Across Genres | | |
| | Interpreting Figurative Language | | |
| | Paraphrasing and Summarizing | | |
| ELA.1.R.3.2 | Retell a text in oral or written form to enhance comprehension. | | |
| ELA.1.R.3.2.a. | Use main story elements at the beginning, middle, and end for a literary text. | Students learn to retell a story to include important events. | smre_di_00293 |
| | | 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 |
| ELA.1.R.3.2.b. | Use topic and important details for an informational text. | Students read "Living on a Boat," write the main idea and supporting details, identify the correct summary statement, and identify silent consonant blends. | smre_pp_00445 |
| | Vocabulary | | |
| ELA.1.V.1 | Finding Meaning | | |

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| | Academic Vocabulary | | |
| ELA.1.V.1.1 | Recognize and appropriately use grade-level academic vocabulary in speaking and writing. | Students read with phrasing. | smre_ip_01251 |
| | Morphology | | |
| ELA.1.V.1.2 | Identify and use frequently occurring base words and their common inflections in grade-level content. | Students learn to read and understand words with inflectional endings, including those that drop the e before adding the ending. | smre_di_00342 |
| | | 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 practice reading and writing words with inflectional endings that change y to i before the ending is added. | smre_pp_00401 |
| | | 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 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 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 learn about the meaning of words that end with -er and -est. | smre_di_00311 |
| | | 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 practice reading words with inflectional endings, including words that change the y to i before the ending. | smre_ip_01107 |
| | | 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 complete sentences using words with inflectional endings, including words that change y to i before the ending. | smre_ip_01106 |
| | | Phonics and Spelling Targeted Lesson 31: Inflected Ending -ed | |
| | | Phonics and Spelling Targeted Lesson 32: Inflected Ending -ed with Spelling Changes | |
| | | Phonics and Spelling Targeted Lesson 29: Inflected Ending -ing | |