



# SuccessMaker®

Massachusetts Curriculum Framework, 2017  
English Language Arts and Literacy  
Grade 1

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

| Massachusetts Curriculum Framework Codes | Massachusetts Curriculum Framework 2017 English Language Arts and Literacy Grade 1 | SuccessMaker Learning Objective Description   | SuccessMaker LO Code |
|--|--|---|----------------------|
| R  | Reading  |   |                      |
| RL                                       | Reading Literature   |   |                      |
|  | Key Ideas and Details  |   |                      |
| RL.1                                     | Ask and answer questions about key details in a text.                              | 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        |
|  |  | 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, "The Greatest Sandwich in the World." Students also sequence events, answer literal questions, and draw conclusions.  | smre_ip_01193        |
|  |  | Students read a story and answer questions about characters, setting, and plot.   | smre_pp_00404        |
|  |  | Students read the literary text "Lany at the Lake" and answer questions about the story.  | smre_pp_00412        |
|  |  | Students read the literary text and answer literal questions.   | smre_pp_00413        |
|  |  | 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 a story and answer literal questions about characters and setting.  | smre_pp_00409        |
|  |  | 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        |

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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        |
| RL.2                                     | Retell stories, including key details, and demonstrate understanding of their central message or lesson. | 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        |
| 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   |   |                      |
| RL.7                                     | Use illustrations and details in a story to describe its characters, setting, or events.                 | 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        |
|  |  | Students circle words with short vowel sounds, match pictures to sentences, and cut and paste story events in the correct order.  | smre_pp_00383        |
| RI                                       | Reading Informational  |   |                      |
|  | Key Ideas and Details  |   |                      |
| RI.1                                     | Ask and answer questions about key details in a text.  | 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        |

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|  |  | 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 the literary text, "Tommy's Chores," answer questions, and draw conclusions.  | smre_pp_00448        |
|  |  | 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, "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, "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, "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 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, "Grow a Tomato," answer literal questions, and draw conclusions.   | smre_ip_01136        |

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|  |  | 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 a informational text, "Quiet Eric, Wacky Jack," compare and contrast ideas in the text, and answer literal questions.  | smre_ip_01265        |
|  |  | 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, "Surviving the Weather" and answer literal questions that begin with who, where, when, and what.   | smre_ip_01144        |
|  |  | 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        |
| 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   |   |                      |
| 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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|---|---|--|-----------------------------|
| RF  | Reading Foundational  |  |                             |
|   | Phonological Awareness  |  |                             |
| RF.2  | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                    |  |                             |
| RF.2.a  | Distinguish long from short vowel sounds in spoken single-syllable words.                       | Students identify short and long vowel sounds.   | smre_ip_01222               |
|   |   | Students identify short and long vowel sounds.   | smre_ip_01230               |
|   |   | Students sort short and long vowel sounds.   | smre_ip_00976               |
|   |   | Students distinguish between short and long vowel sounds.  | smre_ip_01274               |
| RF.2.b  | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | Students read words with initial consonant blends.   | smre_ip_01048               |
|   |   | Students learn to read words with initial consonant blends.  | smre_di_00284               |
|   | Phonics and Word Recognition  |  |                             |
| RF.3  | Know and apply grade-level phonics and word analysis skills in decoding words.                  |  |                             |
| 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               |
| RF.3.c  | Know final -e and common vowel team conventions for representing long vowel sounds.             | Students identify pictures with the irregular vowel sounds ow and ou.  | smre_ip_02363               |
|   |   | Students will practice reading and writing VCe words (long o sound).   | smre_pp_00315               |
|   |   | Students learn to read VCe words (long a).   | smre_di_00259               |
|   |   | 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 words with consonant digraphs, silent e, and r-controlled vowels.                                  | smre_pp_00398               |
|   |   | Students identify pictures that have the long o sound.   | smre_ip_00864               |

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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 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 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 distinguish between short and long vowel sounds by identifying pictures and building words to match the pictures.   | smre_ip_01036        |
|  |  | Students practice reading VCe words (long u and long e).   | smre_ip_00818        |
|  |  | 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 identify pictures with the long i sound.  | smre_ip_00927        |
|  |  | Students listen to or read the decodable text, "A Note for Rose." Students read and identify VCe words (long o).   | smre_ip_00892        |
|  |  | 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 listen to or read the decodable text, "The Bike." Students read and identify VCe words (long i).  | smre_ip_00967        |
|  |  | Students learn to read words with the irregular vowel sound oo, as in book.  | smre_di_00236        |
|  |  | Students learn to read VCe words (long o).   | smre_di_00231        |
|  |  | Students learn about the long vowel sounds of the letter y.  | smre_di_00278        |

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|  |  | 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 learn to read words with the irregular vowel diphthong oo, as in boom.  | smre_di_00316        |
|  |  | 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 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 complete sentences using words with the irregular vowel sound oo, as in book.   | smre_ip_00875        |
|  |  | Students will practice reading and writing VCe words (long i sound).   | smre_pp_00344        |
|  |  | Students complete sentences using VCe words (long a).  | smre_ip_00975        |
|  |  | 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, "On the Ground." Students answer questions that ask why and identify words with vowel diphthongs (ou, ow).            | smre_ip_01200        |
|  |  | 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 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        |



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|  |  | Students learn about the vowel sounds of ou and ow.  | smre_di_02363        |
|  |  | Students learn to read VCe words (long i).   | smre_di_00254        |
|  |  | 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 pictures that have the long e and the long u sounds.   | smre_ip_00817        |
|  |  | Students listen to or read the decodable text, "Puppy Roundup," and identify words with ou and ow.                                     | smre_itr_02363       |
|  |  | 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 irregular vowel diphthongs (oo, as in book).  | smre_pp_00321        |
|  |  | Students practice reading VCe words (long o).  | smre_ip_00865        |
|  |  | 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 learn to read VCe words (long u and long e).  | smre_di_00216        |
|  |  | 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, "Old Jo." Students also read and identify words with long i and long o.                 | smre_itr_02366       |
|  |  | Students read words with the irregular vowel diphthong oo.   | smre_ip_01237        |
|  |  | Students practice reading and writing words with the irregular vowel sounds ow and ou.   | smre_pp_02363        |
|  |  | Students read words with long vowel patterns.  | smre_ip_01111        |

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|  |  | Students identify pictures with the long i and long o vowel sounds.  | smre_ip_02366        |
|  |  | Students listen to or read the decodable text, "We Go Fishing." Students read and identify words that end in y.  | smre_ip_01075        |
| RF.3.f                                   | Read 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 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 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        |

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|   |  | 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               |
|   |  | Students complete sentences using words with inflectional endings, including words that change y to i before the ending.  | smre_ip_01106               |
|   | Fluency  |   |                             |
| RF.4  | Read with sufficient accuracy and fluency to support comprehension.                                  |   |                             |
| RF.4.b  | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | 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 learn how to use phrasing to read with expression. Students also practice reading with the narrator.   | smre_di_00327               |
|   |  | 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_01072               |
|   |  | Students read grade-level text with 95-100 percent accuracy.  | smre_ip_01130               |
|   |  | Students read grade-level text with 95-100 percent accuracy.  | smre_ip_01071               |

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|  |  | 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 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_01129        |
|  |  | 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 read grade-level text with 95-100 percent accuracy.  | smre_ip_01128        |
|  |  | Students read grade-level text with 95-100 percent accuracy.  | smre_ip_01073        |
|  |  | 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_01248        |
|  |  | 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        |

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|  |  | 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 read grade-level text with 95-100 percent accuracy.   | smre_ip_01249        |
|  |  | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01192        |
|  |  | Students read the literary text "Lany at the Lake" and answer questions about the story.   | smre_pp_00412        |
|  |  | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01250        |
|  |  | 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 the literary text and answer literal questions.  | smre_pp_00413        |
|  |  | Students read with expression.   | smre_di_00309        |
|  |  | 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_01189        |
|  |  | 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 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        |

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|  |  | 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 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 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 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 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 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_01131        |
|  |   | Students read grade-level text with 95-100 percent accuracy.   | smre_ip_01191        |
|  |   | Students read with phrasing.   | smre_ip_01251        |
| L  | Language  |  |                      |
|  | Conventions of Standard English   |  |                      |
| L.1                                      | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |  |                      |
| L.1.1                                    | Sentence Structure and Meaning  |  |                      |
| L.1.1.c                                  | Use singular and plural nouns with matching verbs in sentences.   | Students read regular plurals and then color the picture that matches the word.  | smre_pp_00382        |
|  |   | Students learn about regular plurals.  | smre_di_00285        |
|  |   | Students identify regular plurals.   | smre_ip_01051        |
|  |   | 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 label a picture with the correct word. Correct answers focus on regular plural words.   | smre_ip_01050        |
| L.1.2                                    | Word Usage  |  |                      |
| L.1.2.g                                  | Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.   | 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        |

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|   |  | 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 identify the positional words near, through, against, behind, beneath, beside, between, below, around, and across.   | smre_ip_01160               |
|   |  | 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               |
| L.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |   |                             |
| L.2.e   | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.    | 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 locate sight words and high-frequency words.   | smre_ip_01127               |



| Massachusetts Curriculum Framework Codes | Massachusetts Curriculum Framework 2017 English Language Arts and Literacy Grade 1         | SuccessMaker Learning Objective Description  | SuccessMaker LO Code |
|--|--|--|----------------------|
|  |  | 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        |
|  |  | 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        |
| L.2.f                                    | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | Students learn to segment words into phonemes.   | smre_di_00343        |
|  |  | Students learn to segment and blend words with V/CV, VC/V, and CV syllable patterns.   | smre_di_00277        |
|  |  | Students segment words into four phonemes.   | smre_ip_00874        |
|  | Knowledge of Language  |  |                      |

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|  | Vocabulary Acquisition and Use  |  |                      |
| L.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. |  |                      |
| L.4.a                                    | Use sentence-level context as a clue to the meaning of a word or phrase.  | Students learn that identifying the important parts of a sentence tells what the sentence is mostly about.   | smre_di_00330        |
|  |   | Students read with phrasing.   | smre_ip_01251        |
| L.4.c                                    | Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  | 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        |

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|  |  | 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        |
|  |  | Students complete sentences using words with inflectional endings, including words that change y to i before the ending.   | smre_ip_01106        |
| L.5                                      | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. |  |                      |
| L.5.a                                    | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.        | 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 sort words with V/CV, VC/V, and CV syllable patterns.   | smre_ip_01035        |
|  |  | Students learn to classify words into sets and groups.   | smre_di_00008        |
|  |  | Students classify words into sets and groups by sorting.   | smre_ip_00073        |
|  |  | Students classify words into sets and groups. Also, students match the compound word to its meaning.   | smre_pp_00011        |

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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 classify and categorize.  | smre_ip_00074        |
|  |  | Students learn to classify and categorize.   | smre_di_00018        |
|  |  | Students classify words into sets and groups by sorting.   | smre_ip_00029        |
|  |  | Students cut and paste pictures into the correct categories.   | smre_pp_00423        |
|  |  | 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        |
| L.6                                      | Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) | Students read with phrasing.   | smre_ip_01251        |