

New Jersey Student Learning Standards Codes	New Jersey Student Learning Standards for English Language Arts, 2016 Kindergarten	SuccessMaker Item Descriptions	Item IDs
RL	Reading Literature Text		
	Key Ideas and Details		
RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	Students listen to the literary text, "Sue and Drew" and learn about plot.	smre_di_00237
		Students read the literary text, "The Missing Chick" and answer questions about the plot.	smre_pp_00322
		Students read a story that includes high-frequency words. They also answer questions about characters.	smre_pp_00364
		Students read a fictional passage "Mike's Mystery House" and answer questions about setting and characters.	smre_pp_00343
		Students listen to or read the literary text, "Nina Tries Again." They answer questions about characters, setting, and plot and also identify sight words and high-frequency words.	smre_ip_00965
		Students read the literary text, "What Carlos Sees" and answer questions about the setting.	smre_pp_00304
		Students listen to or read or read a fiction passage "On the Sailboat", and answer questions about the story.	smre_pp_00332
		Students listen to or read the decodable text, "The Red Jet." They answer questions about characters, setting, and plot, and also identify sight words and high-frequency words.	smre_ip_00959
		Students listen to or read the literary text, "Kiri and the Fuzzy Pink Shoe." They answer questions about characters and also identify sight words and high-frequency words.	smre_ip_01019
		Students read the literary text, "Carlos Rides the Train" and answer questions about setting.	smre_ip_00850
		Students read the fictional passage "At the Zoo" and answer questions about characters and setting.	smre_pp_00348

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		Students listen to or read the literary text, "The Missing Chick." They answer questions about plot and the beginning, middle, and end of the passage.	smre_ip_00898
		Students read the literary text, "Max's New Friend." They answer questions about characters and setting, and they identify the words from, or, and one.	smre_pp_00358
		Students read the folktale "Little Red Hen Makes Soup" and answer questions about the main character.	smre_pp_00299
		Students listen to or read the literary text, "City Parade." Students answer questions about setting and identify positional words.	smre_ip_00956
		Students listen to or read the literary text, "Molly Moose Dresses Up." They answer questions about characters and setting, and also identify sight words and high-frequency words.	smre_ip_00895
		Students read the literary text, "My Visit to the Doctor" and answer questions about the plot.	smre_pp_00317
		Students read the literary text, "Lee Helps Mom" and then answer questions about main characters.	smre_pp_00295
		Students listen to or read the folktale, "Little Red Hen Makes Soup." Students also answer questions about characters.	smre_ip_00846
		Students read high frequency words in a fictional passage "Let's Play Ball" and answers questions about the story.	smre_pp_00342
		Students read the literary passage "Mayor Mom" and answer questions about the main character.	smre_pp_00309
		Students read the literary text, "Green Bug" and learn about setting.	smre_di_00222

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		Students read a fictional passage "Block Party" and answer questions about characters and plot.	smre_pp_00347
		Students listen to or read the literary text, "Scooter Runs Away." They answer questions about plot and about the beginning, middle, and end of the passage. Students also practice recognizing sight words and high-frequency words.	smre_ip_00902
		Students recognize sight words and high-frequency words in the literary text, "Clumsy Clarabelle's Cool Carnival Day." They also answer questions about characters.	smre_ip_01029
		Students listen to or read the literary text, "Checkup." Students also answer questions about plot.	smre_ip_00894
		Students read the literary text, "The Strange Day," and answer questions about main characters and plot. Students also identify the high-frequency words I, they, and at.	smre_ip_00970

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RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	Students are prompted to listen to or read one of two decodable texts: "The Baby Panda" or "Red Fans." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00939
		Students are prompted to listen to or read one of two literary texts: "Zoo Trouble" or "Jumbled Jobs." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00972
		Students are prompted to listen to or read the literary passage, "An Alphabetic Kind of Day," or the informational text, "Clothes for Every Season." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00943
		Students are prompted to listen to or read one of two literary texts: "The Hungry Backpack" or "Mandy's New Home." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00935
		Students are prompted to listen to or read one of two informational texts: "Mother and Father Robin Build a Nest" or "On His Father's Feet." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00940

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		Students are prompted to listen to or read one of two literary texts: "Checkup" or "The Missing Chick." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00971
		Students listen to or read the fairy tale "Goldilocks and the Three Bears" and learn to retell the story to include setting.	smre_di_00249
		Students listen to or read the literary text, "Turtle's Party" and retell the story to include characters and setting.	smre_ip_00962
		Students are prompted to listen to or read the informational text, "Big Top Time," or the literary text, "What Do You See?" They record their retells of the passage. Readings are recorded and each student is prompted to save the best recording for teacher assessment.	smre_ip_00942
		Students learn to retell a story to include characters, setting, and important events after listening to the fairy tale "Goldilocks and the Three Bears."	smre_di_00256
		Students read the fictional passage "Turtle's Party" and answer questions about setting and characters.	smre_pp_00338
		Students are prompted to listen to or read one of two literary texts: "The New Park" or "The Strange Day." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00941

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		Students are prompted to listen to or read the informational text, "Dr. Mia Is Making Smiles, or the literary text, "Little Red Hen Makes Soup." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00937
		Students are prompted to listen to or read the literary text, "Nina Tries Again," or the informational text "A Firefighter's Day." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00936
		Students listen to the fairy tale "Goldilocks and the Three Bears" and learn to retell the story to include important events.	smre_di_00253
		Students listen to or read the literary text, "Block Party." Students retell the story to include characters, setting, and important events. They also compare and contrast characters and understand the meaning of grade-level content words.	smre_ip_00969
		Students read a story and use pictures to retell the events in order. Students also practice blending and segmenting phonemes.	smre_pp_00345
		Students listen to or read the literary text, "Are We There Yet?" and retell the story to include characters, setting, and important events.	smre_ip_00957

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		Students are prompted to listen to or read the informational text, "Farm Babies" or the literary text, "Are We There Yet?" They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00946
		Students listen to the fairy tale "Goldilocks and the Three Bears" and learn to retell the story to include characters.	smre_di_00244
		Students are prompted to listen to or read one of two literary texts: "Turtle's Party" or "Mike's Mystery House." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00944
		Students are prompted to listen to or read one of two fiction passages: "Silly Dooley!" and "Where's Rooster?" They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00938
		Students are prompted to listen to or read one of two literary texts: "The Ache in My Head" or "Molly Moose Dresses Up." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00945
		Students listen to or read the literary text, "Mike's Mystery House." Students retell the story to include characters, setting, and important events. They also compare and contrast characters.	smre_ip_00966

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RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	Students listen to or read the literary text, "Mayor Mom," and answer questions about main characters, setting, theme, and plot.	smre_ip_00887
		Students read a rebus story with high-frequency words. Then they answer questions about characters and setting by drawing pictures.	smre_pp_00353
		Students listen to or read the literary text, "The New Park." Students also sequence events and answer questions about characters and plot.	smre_ip_01020
		Students listen to or read the fairy tale "Goldilocks and the Three Bears" and learn to retell the story to include setting.	smre_di_00249
		Students read a story that includes high-frequency words. They also answer questions about characters.	smre_pp_00364
		Students listen to or read the literary text, "Turtle's Party" and retell the story to include characters and setting.	smre_ip_00962
		Students read a fictional passage "Mike's Mystery House" and answer questions about setting and characters.	smre_pp_00343
		Students listen to or read the nursery rhyme "Itsy-Bitsy Spider" and learn about characters.	smre_di_00218
		Students read the fictional passage "Turtle's Party" and answer questions about setting and characters.	smre_pp_00338
		Students listen to the literary text, "Sally and the Wild Puppy" and learn about main characters, setting, theme, and plot.	smre_di_00226
		Students listen to or read the literary text, "Nina Tries Again." They answer questions about characters, setting, and plot and also identify sight words and high-frequency words.	smre_ip_00965

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		Students read the literary text, "What Carlos Sees" and answer questions about the setting.	smre_pp_00304
		Students listen to or read the decodable text, "The Red Jet." They answer questions about characters, setting, and plot, and also identify sight words and high-frequency words.	smre_ip_00959
		Students listen to or read the literary text, "Kiri and the Fuzzy Pink Shoe." They answer questions about characters and also identify sight words and high-frequency words.	smre_ip_01019
		Students read the literary text, "Carlos Rides the Train" and answer questions about setting.	smre_ip_00850
		Students read the fictional passage "At the Zoo" and answer questions about characters and setting.	smre_pp_00348
		Students read the literary text, "Max's New Friend." They answer questions about characters and setting, and they identify the words from, or, and one.	smre_pp_00358
		Students read the folktale "Little Red Hen Makes Soup" and answer questions about the main character.	smre_pp_00299
		Students listen to or read the literary text, "City Parade." Students answer questions about setting and identify positional words.	smre_ip_00956
		Students listen to or read the literary text, "Molly Moose Dresses Up." They answer questions about characters and setting, and also identify sight words and high-frequency words.	smre_ip_00895
		Students listen to the nursery rhyme "Jack and Jill" and then answer questions about characters.	smre_di_00215

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		Students listen to the fairy tale "Goldilocks and the Three Bears" and learn to retell the story to include important events.	smre_di_00253
		Students read the literary text, "Lee Helps Mom" and then answer questions about main characters.	smre_pp_00295
		Students listen to or read or read the literary text, "Mandy's New Home." Students also answer questions about characters.	smre_ip_00839
		Students listen to or read the fairy tale "Little Red Riding Hood" and learn about characters.	smre_di_00211
		Students listen to or read the folktale, "Little Red Hen Makes Soup." Students also answer questions about characters.	smre_ip_00846
		Students read high frequency words in a fictional passage "Let's Play Ball" and answers questions about the story.	smre_pp_00342
		Students listen to or read the literary text, "Mandy's New Home" and answer questions about the main character.	smre_pp_00290
		Students read the literary passage "Mayor Mom" and answer questions about the main character.	smre_pp_00309
		Students read the literary text, "Green Bug" and learn about setting.	smre_di_00222
		Students read a fictional passage "Block Party" and answer questions about characters and plot.	smre_pp_00347
		Students recognize sight words and high-frequency words in the literary text, "Clumsy Clarabelle's Cool Carnival Day." They also answer questions about characters.	smre_ip_01029

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		Students listen to or read the literary text, "Mike's Mystery House." Students retell the story to include characters, setting, and important events. They also compare and contrast characters.	smre_ip_00966
		Students read the literary text, "The Strange Day," and answer questions about main characters and plot. Students also identify the high-frequency words I, they, and at.	smre_ip_00970
RI	Reading Informational Text		
	Key Ideas and Details		
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	Students listen to or read the informational text, "Mother and Father Robin Build a Nest." They identify main idea and supporting details and answer questions about characters and plot. Students also identify the correct sequence of events.	smre_ip_01014

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		Students listen to or read the informational text, "Tune-Up Tools." Student also read words with the initial consonant digraph th and answer literal questions.	smre_ip_01023
		Students read the informational text, "How Robins Grow" and answer questions about main characters, setting, theme, and plot.	smre_ip_01015
		Students listen to or read the informational text, "Big Top Time!" Students also sequence events, distinguish main ideas and supporting details, answer literal questions, and understand the meaning of grade-level content words.	smre_ip_01025
		Students listen to or read the informational text, "A Firefighter's Day." They answer questions about the characters, count the number of syllables in a word given orally, and divide syllables into sounds.	smre_ip_00843
		Students listen to a nonfiction passage "On His Father's Feet." They answer questions about characters, setting, main idea, and supporting details. Students also identify sight words and high-frequency words.	smre_ip_00961
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	Students are prompted to listen to or read one of two informational texts: "Bikes and Skates: Two Fun Inventions" or "Tune-Up Tools." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00973
		Students are prompted to listen to or read one of two literary texts: "Word Salad" or "Pinky the Wonder Dog." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00974

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	Integration of Knowledge and Ideas		
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	Students read the informational text, "Farm Babies." Students also identify reasons an author gives to support points, understand grade-level content words, and recognize sight words and high-frequency words.	smre_ip_00899
RF	Reading Foundation Skills		
	Print Concepts		
RF.K.1	Demonstrate understanding of the organization and basic features of print.		
RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.	Students read the literary text, "An Alphabetic Kind of Day" and identify uppercase and lowercase letters Ff through Nn in and out of sequence.	smre_ip_00845
		Students name letters with fluency.	smre_ip_00951
		Students name letters with fluency.	smre_ip_00952

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		Students review uppercase and lowercase letters, answer questions about main characters, circle pictures with the same beginning sounds, and draw a picture of a word that rhymes with a given word.	smre_pp_00302
		Students identify lowercase letters in and out of sequence.	smre_ip_00832
		Students read the literary text, "An Alphabetic Kind of Day" and identify uppercase and lowercase letters Aa through Ee in and out of sequence.	smre_ip_00842
		Students name letters with fluency.	smre_ip_00949
		Students name letters with fluency.	smre_ip_01010
		Students name letters with fluency.	smre_ip_00954
		Students identify uppercase and lowercase letters Tt through Zz in and out of sequence.	smre_ip_00803
		Students learn to identify uppercase and lowercase letters Oo through Ss in and out of sequence.	smre_di_00221
		Students identify lowercase letters in and out of sequence.	smre_ip_00816
		Students review uppercase and lowercase letters, circle pictures with the same beginning sounds, and follow directions in a drawing exercise.	smre_pp_00307
		Students match uppercase and lowercase letters Aa through Ee.	smre_pp_00294
		Students identify uppercase and lowercase letters Ff through Nn in and out of sequence.	smre_ip_00819
		Students learn to identify uppercase and lowercase letters Tt through Zz in and out of sequence.	smre_di_00209
		Students sort and categorize pictures and identify lowercase letters.	smre_pp_00297
		Students name letters with fluency.	smre_ip_00834

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		Students listen to or read the informational text, "Occupation ABCs" and identify uppercase letters Tt through Zz in and out of sequence.	smre_ip_00837
		Students identify uppercase and lowercase letters Oo through Ss in and out of sequence.	smre_ip_00827
		Students name letters with fluency.	smre_ip_00947
		Students name letters with fluency.	smre_ip_00835
		Students practice identifying uppercase and lowercase letters Ff through Nn. They also identify pictures with the same beginning sounds.	smre_pp_00298
		Students identify uppercase and lowercase letters Aa through Ee in and out of sequence.	smre_ip_00813
		Students name letters with fluency.	smre_ip_00836
		Students match uppercase and lowercase letters Tt through Zz.	smre_pp_00288
		Students practice identifying uppercase and lowercase letters Oo through Ss. They also identify pictures with the same beginning sounds.	smre_pp_00303
		Students read the literary text, "An Alphabetic Kind of Day" and identify uppercase and lowercase letters Oo through Ss in and out of sequence.	smre_ip_00849
		Students review uppercase letters, beginning sounds, and rhyming words.	smre_pp_00292
		Students identify lowercase letters in and out of sequence.	smre_ip_00822
		Students identify uppercase and lowercase letters.	smre_ip_00857
		Students name letters with fluency.	smre_ip_00950
		Students identify uppercase letters in and out of sequence.	smre_ip_00807
		Students learn to identify uppercase and lowercase letters Aa through Ee in and out of sequence.	smre_di_00214

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		Students name letters with fluency.	smre_ip_00833
		Students learn to identify uppercase and lowercase letters Ff through Nn in and out of sequence.	smre_di_00217
		Students name letters with fluency.	smre_ip_00948
		Students name letters with fluency.	smre_ip_01009
	Phonological Awareness		
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
RF.K.2.A	Recognize and produce rhyming words.	Students review uppercase and lowercase letters, answer questions about main characters, circle pictures with the same beginning sounds, and draw a picture of a word that rhymes with a given word.	smre_pp_00302
		Students circle pictures with names that rhyme.	smre_pp_00291
		Students blend phonemes into words and match rhyming words.	smre_pp_00300

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		Students learn to recognize rhyming words with short vowel patterns.	smre_di_00212
		Students review uppercase letters, beginning sounds, and rhyming words.	smre_pp_00292
		Students identify the picture that rhymes with a given word.	smre_ip_00809
		Students identify rhymes, using picture cues as prompts.	smre_ip_00824
		Students listen to or read the literary text, "The Ache in My Head." Then they practice rhyming words with pictures of common objects.	smre_ip_00840
RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.	Students label a picture with the correct word. Correct answers focus on words with initial and final consonant blends.	smre_ip_00989
		Students count syllables in words and sort them into categories.	smre_ip_01114
		Students count syllables and divide syllables into sounds.	smre_ip_00815
		Students learn to count syllables in words.	smre_di_00304
		Students segment words into phonemes (CVC words).	smre_ip_00858
		Students segment words into phonemes (CVC words).	smre_ip_00825

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		Students identify words with initial and final consonant blends by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.	smre_ip_01006
		Students segment words into phonemes.	smre_ip_00829
		Students learn to segment words with three phonemes.	smre_di_00220
		Students learn to segment words into phonemes.	smre_di_00276
		Students use pictures to count syllables in words.	smre_ip_01115
		Students listen to or read the decodable text, "A Family," and segment words into phonemes.	smre_ip_00889
		Students segment and blend phonemes. They also group pictures into categories.	smre_pp_00311
		Students practice segmenting sounds by cutting out word puzzles and putting them back together.	smre_pp_00301
		Students listen to or read the informational text, "My Friend the Beekeeper." Students answer literal questions about the text and identify words with the same number of syllables.	smre_ip_01142
		Students learn to segment words with three phonemes.	smre_di_00228
		Students read a story and use pictures to retell the events in order. Students also practice blending and segmenting phonemes.	smre_pp_00345
		Students listen to or read the informational text, "A Firefighter's Day." They answer questions about the characters, count the number of syllables in a word given orally, and divide syllables into sounds.	smre_ip_00843
		Students blend syllables to create three-syllable words.	smre_ip_00812

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RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Students segment words into phonemes (CVC words).	smre_ip_00858
		Students segment words into phonemes.	smre_ip_00829
		Students listen to or read the decodable text, "A Family," and segment words into phonemes.	smre_ip_00889
		Students read a fictional passage "It is Hot!" and decode letters to build words in a phoneme puzzle.	smre_pp_00349
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Students segment words into phonemes (CVC words).	smre_ip_00858
		Students segment words into phonemes.	smre_ip_00829
	Phonics and Word Recognition		
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.		
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.	Students learn sound-letter associations for the letters j, w, x, and e (short vowel sound).	smre_di_00242
		Students learn sounds for the letters s, p, c, and i (short vowel sound).	smre_di_00245

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		Students learn sound-letter associations for the letters h, l, g, and o (short vowel sound).	smre_di_00235
		Students make sound-letter associations for the letters s, p, c, and i (short vowel sound).	smre_ip_00909
		Students learn sound-letter associations for the letters u, v, z, y, and q.	smre_di_00229
		Students make sound-letter associations for the letters j, w, x, and e (short vowel sound).	smre_ip_00903
		Students read the decodable text, "Red Fans" and identify sound-letter associations for d, k, f, and o.	smre_ip_00900
		Students read the decodable text, "The Baby Panda" and identify sound-letter associations for b, n, r, and i.	smre_ip_00891
		Students listen to or read the literary text, "Juan's First Day." They answer questions about characters and plot. Students also practice distinguishing consonants and vowels.	smre_ip_00968
		Students practice making sound-letter associations for the letters b, n, r, and i (short vowel sound).	smre_ip_00862
		Students read the decodable text, "Tim and Sam." Students identify sound-letter associations for s, p, c, and i.	smre_ip_00958
		Students make sound-letter associations for the letters h, l, g, and o (short vowel sound).	smre_ip_00872
		Students read the decodable text, "Our Boat" and identify sound-letter associations for j, w, x, and e.	smre_ip_00955
		Students make sound-letter associations for the letters m, s, f, a, and t.	smre_ip_00852
		Students practice distinguishing consonants and vowels.	smre_ip_00930
		Students will identify letter-sound associations by matching letters to pictures.	smre_pp_00330

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		Students practice distinguishing consonants and vowels by circling the vowels. Students also blend words with phoneme puzzles.	smre_pp_00346
		Students listen to or read the decodable text, "Quinn Can Do It" and identify sound-letter associations for v, z, y, q, and u.	smre_ip_00890
		Students will identify letter-sound associations by matching letters to pictures.	smre_pp_00325
		Students learn sound-letter associations for the letters m, s, f, a, and t.	smre_di_00225
		Students sort consonants and vowels.	smre_ip_00929
		Students read the decodable text, "Gil Got One" and identify sound-letter associations for h, l, g, and o.	smre_ip_00896
		Students learn to distinguish between consonants and vowels.	smre_di_00255
		Students will identify letter-sound associations by matching letters to pictures.	smre_pp_00320
		Students learn sound-letter associations for the letters b, n, r, and i (short vowel sound).	smre_di_00230
		Students practice making sound-letter associations for the letters v, z, y, q, and u (short vowel sound).	smre_ip_00861
		Students make sound-letter associations for the letters d, k, f, and o (short vowel sound).	smre_ip_00880
		Students listen to or read the literary text, "Clever Critters, A to Z" and identify the sounds that the letters m, s, f, a, and t represent.	smre_ip_00886
RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	Students learn sound-letter associations for the letters j, w, x, and e (short vowel sound).	smre_di_00242

New Jersey Student Learning Standards Codes	New Jersey Student Learning Standards for English Language Arts, 2016 Kindergarten	SuccessMaker Item Descriptions	Item IDs
		Students identify words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.	smre_ip_00931
		Students identify words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.	smre_ip_00871
		Students learn sounds for the letters s, p, c, and i (short vowel sound).	smre_di_00245
		Students listen to or read the decodable text, "Bob and Tom." Students answer literal questions about setting. They also identify words with short vowel patterns (short o).	smre_ip_01080
		Students cut and paste words with the correct word family ending and match pictures to the correct word (short e word families).	smre_pp_00386
		Students learn to read words with the short vowel patterns (short i).	smre_di_00287
		Students learn sound-letter associations for the letters h, l, g, and o (short vowel sound).	smre_di_00235
		Students make sound-letter associations for the letters s, p, c, and i (short vowel sound).	smre_ip_00909
		Students identify words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.	smre_ip_00885
		Students label a picture with the correct word. Correct answers focus on words with short vowel patterns.	smre_ip_01005
		Students learn sound-letter associations for the letters u, v, z, y, and q.	smre_di_00229

New Jersey Student Learning Standards Codes	New Jersey Student Learning Standards for English Language Arts, 2016 Kindergarten	SuccessMaker Item Descriptions	Item IDs
		Students make sound-letter associations for the letters j, w, x, and e (short vowel sound).	smre_ip_00903
		Students listen to or read the decodable text, "Get Set... Stop!" Then students answer literal questions and draw conclusions. They also identify words with short e vowel patterns.	smre_ip_01085
		Students distinguish the short e vowel sound by identifying pictures and building words to match the pictures.	smre_ip_01056
		Students read the decodable text, "Red Fans" and identify sound-letter associations for d, k, f, and o.	smre_ip_00900
		Students identify the meaning of grade-level words by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.	smre_ip_00863
		Students read the decodable text, "The Baby Panda" and identify sound-letter associations for b, n, r, and i.	smre_ip_00891
		Students listen to or read the literary text, "Juan's First Day." They answer questions about characters and plot. Students also practice distinguishing consonants and vowels.	smre_ip_00968
		Students practice making sound-letter associations for the letters b, n, r, and i (short vowel sound).	smre_ip_00862
		Students distinguish the short a vowel sound by identifying pictures and building words to match the pictures.	smre_ip_01038
		Students read the decodable text, "Tim and Sam." Students identify sound-letter associations for s, p, c, and i.	smre_ip_00958
		Students make sound-letter associations for the letters h, l, g, and o (short vowel sound).	smre_ip_00872

New Jersey Student Learning Standards Codes	New Jersey Student Learning Standards for English Language Arts, 2016 Kindergarten	SuccessMaker Item Descriptions	Item IDs
		Students identify words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.	smre_ip_00978
		Students read the decodable text, "Our Boat" and identify sound-letter associations for j, w, x, and e.	smre_ip_00955
		Students sort words with short vowel patterns (short e).	smre_ip_01057
		Students read words with short vowel patterns.	smre_ip_00932
		Students make sound-letter associations for the letters m, s, f, a, and t.	smre_ip_00852
		Students practice distinguishing consonants and vowels.	smre_ip_00930
		Students sort words with short vowel patterns (short o).	smre_ip_01047
		Students read the literary text and circle words with the short u sound. Students also look at pictures and write the letter of the missing beginning sound.	smre_pp_00390
		Students will identify letter-sound associations by matching letters to pictures.	smre_pp_00330
		Students learn to read words with the short vowel patterns (short o).	smre_di_00283
		Students practice distinguishing consonants and vowels by circling the vowels. Students also blend words with phoneme puzzles.	smre_pp_00346
		Students identify words with short vowel patterns.	smre_ip_00924
		Students listen to or read the decodable text, "Quinn Can Do It" and identify sound-letter associations for v, z, y, q, and u.	smre_ip_00890
		Students identify words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.	smre_ip_00873

New Jersey Student Learning Standards Codes	New Jersey Student Learning Standards for English Language Arts, 2016 Kindergarten	SuccessMaker Item Descriptions	Item IDs
		Students label a picture with the correct word. Correct answers focus on words with short vowels.	smre_ip_00998
		Students sort words with short vowel patterns (short i).	smre_ip_01055
		Students will identify letter-sound associations by matching letters to pictures.	smre_pp_00325
		Students learn sound-letter associations for the letters m, s, f, a, and t.	smre_di_00225
		Students listen to or read the decodable text, "Jack and Max Jam." Students draw conclusions and identify short vowel patterns (short a).	smre_ip_01076
		Students sort words with short vowel patterns (short u).	smre_ip_01063
		Students sort consonants and vowels.	smre_ip_00929
		Students read the decodable text, "Gil Got One" and identify sound-letter associations for h, l, g, and o.	smre_ip_00896
		Students read words with short vowel patterns.	smre_ip_00916
		Students identify words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.	smre_ip_00908
		Students learn to distinguish between consonants and vowels.	smre_di_00255
		Students will identify letter-sound associations by matching letters to pictures.	smre_pp_00320
		Students read words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.	smre_ip_00879
		Students learn sound-letter associations for the letters b, n, r, and i (short vowel sound).	smre_di_00230

New Jersey Student Learning Standards Codes	New Jersey Student Learning Standards for English Language Arts, 2016 Kindergarten	SuccessMaker Item Descriptions	Item IDs
		Students identify words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.	smre_ip_00881
		Students cut and paste words with the correct word family ending and match pictures to the correct word (short i word families).	smre_pp_00385
		Students listen to or read the literary text, "Where's Rooster?" Students also blend phonemes into whole words and distinguish words with the same short vowel sound.	smre_ip_00847
		Students distinguish the short u vowel sound by identifying pictures and building words to match the pictures.	smre_ip_01062
		Students listen to or read the decodable text, "Kicks and Flips." Students answer literal questions. They also read and identify words with short i vowel patterns.	smre_ip_01084
		Students identify words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.	smre_ip_00925
		Students read the decodable text, "A Fun Trip." Then students answer literal questions and draw conclusions. They also identify words with short u vowel patterns.	smre_ip_01088
		Students learn to read words with the short vowel patterns (short a).	smre_di_00279
		Students identify words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.	smre_ip_00904

New Jersey Student Learning Standards Codes	New Jersey Student Learning Standards for English Language Arts, 2016 Kindergarten	SuccessMaker Item Descriptions	Item IDs
		Students practice making sound-letter associations for the letters v, z, y, q, and u (short vowel sound).	smre_ip_00861
		Students read words with short vowel patterns.	smre_ip_00882
		Students sort words with short vowel patterns (short a).	smre_ip_01039
		Students make sound-letter associations for the letters d, k, f, and o (short vowel sound).	smre_ip_00880
		Students distinguish the short i vowel sound by identifying pictures and building words to match the pictures.	smre_ip_01054
		Students learn to read words with the short vowel patterns (short u).	smre_di_00291
		Students cut and paste pictures under the correct word family ending and sort words together that belong in the same word family (short o word families).	smre_pp_00380
		Students distinguish the short o vowel sound by identifying pictures and building words to match the pictures.	smre_ip_01046
		Students label a picture with the correct word. Correct answers focus on words with short vowel patterns.	smre_ip_00982
		Students read words with short vowel patterns by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.	smre_ip_00912
		Students learn to read words with the short vowel patterns (short e).	smre_di_00288
		Students listen to or read the literary text, "Clever Critters, A to Z" and identify the sounds that the letters m, s, f, a, and t represent.	smre_ip_00886
		Students identify word families by cutting and pasting pictures under the correct word family ending (short a word families).	smre_pp_00375

New Jersey Student Learning Standards Codes	New Jersey Student Learning Standards for English Language Arts, 2016 Kindergarten	SuccessMaker Item Descriptions	Item IDs
RF.K.3.C	Read high-frequency and sight words with automaticity.	Students locate sight words and high-frequency words.	smre_ip_00911
		Students blend CVCC and CCVC and read high-frequency words. They also match words and pictures with the same vowel sound.	smre_pp_00356
		Students review the words the, of, and, a, to, in, it, he, was, for, are, on, as, with, his, I, they, at, this, be, have, from, or, one, had, by, but, is, you, and that.	smre_di_00275
		Students locate sight words and high-frequency words.	smre_ip_00980
		Students read and circle the high-frequency words a, to, and in.	smre_pp_00323
		Students read a rebus story with high-frequency words. Then they answer questions about characters and setting by drawing pictures.	smre_pp_00353
		Students learn about the sight words and high-frequency words a, to, and in.	smre_di_00238
		Students identify sight words and high-frequency words.	smre_ip_00915
		Students learn about sight words and the high-frequency words is, you, and that.	smre_di_00241
		Students locate the sight words and high-frequency words as, with, and his.	smre_ip_00923
		Students locate sight words and high-frequency words: the, is, you, to, that.	smre_ip_00884
		Students learn to read the sight words and high-frequency words this, be, and have.	smre_di_00261
		Students read high-frequency words in a fiction passage. They answer questions about plot and sequence of events.	smre_pp_00372
		Students learn the sight words and high-frequency words I, they, and at.	smre_di_00257
		Students read a story that includes high-frequency words. They also answer questions about characters.	smre_pp_00364

New Jersey Student Learning Standards Codes	New Jersey Student Learning Standards for English Language Arts, 2016 Kindergarten	SuccessMaker Item Descriptions	Item IDs
		Students make sound-letter associations, write missing letters in words, and circle the high-frequency words is, you, and that.	smre_pp_00329
		Students read a poem and find the sight words and high-frequency words: for, on, are.	smre_pp_00337
		Students review comparing and contrasting and also practice reading high-frequency words.	smre_pp_00367
		Students learn to read the sight words and high-frequency words for, are, and on.	smre_di_00248
		Students read and circle high frequency words and, of, and the.	smre_pp_00318
		Students read the informational text, "Farm Babies." Students also identify reasons an author gives to support points, understand grade-level content words, and recognize sight words and high-frequency words.	smre_ip_00899
		Students learn the sight words and high-frequency words and, the, and of.	smre_di_00234
		Students locate the sight words and high-frequency words: the, and, a, to, in.	smre_ip_00878
		Students listen to or read the literary text, "Nina Tries Again." They answer questions about characters, setting, and plot and also identify sight words and high-frequency words.	smre_ip_00965
		Students sort the high-frequency words is, you, and that.	smre_ip_00877
		Students listen to or read the decodable text, "The Red Jet." They answer questions about characters, setting, and plot, and also identify sight words and high-frequency words.	smre_ip_00959

New Jersey Student Learning Standards Codes	New Jersey Student Learning Standards for English Language Arts, 2016 Kindergarten	SuccessMaker Item Descriptions	Item IDs
		Students listen to or read the literary text, "Kiri and the Fuzzy Pink Shoe." They answer questions about characters and also identify sight words and high-frequency words.	smre_ip_01019
		Students recognize sight words and high-frequency words in the informational text, "Dr. Mia is Making Smiles." They answer questions about characters and plot.	smre_ip_01024
		Students read the literary text, "Max's New Friend." They answer questions about characters and setting, and they identify the words from, or, and one.	smre_pp_00358
		Students locate the sight words and high-frequency words: the, and, of.	smre_ip_00870
		Students learn to read the sight words and high-frequency words had, by, and but.	smre_di_00270
		Students listen to or read the literary text, "Molly Moose Dresses Up." They answer questions about characters and setting, and also identify sight words and high-frequency words.	smre_ip_00895
		Students review beginning sounds, answer questions about plot, practice reading high-frequency words, and sort pictures into groups.	smre_pp_00324
		Students draw pictures to match words, read high-frequency words, and sequence pictures.	smre_pp_00327
		Students locate sight words and high-frequency words.	smre_ip_01007
		Students read high frequency words in a fictional passage "Let's Play Ball" and answers questions about the story.	smre_pp_00342
		Students learn about the sight words and high-frequency words it, he, and was.	smre_di_00246

New Jersey Student Learning Standards Codes	New Jersey Student Learning Standards for English Language Arts, 2016 Kindergarten	SuccessMaker Item Descriptions	Item IDs
		Students learn to read the sight words and high-frequency words as, with, and his.	smre_di_00252
		Students learn to read the sight words and high-frequency words from, or, and one.	smre_di_00265
		Students identify high-frequency words by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.	smre_ip_00979
		Students locate the sight words and high-frequency words from, or, and one.	smre_ip_00987
		Students read sight words and high-frequency words.	smre_ip_00933
		Students locate the sight words and high-frequency words had, by, and but.	smre_ip_00997
		Students listen to or read the literary text, "Scooter Runs Away." They answer questions about plot and about the beginning, middle, and end of the passage. Students also practice recognizing sight words and high-frequency words.	smre_ip_00902
		Students recognize sight words and high-frequency words in the literary text, "Clumsy Clarabelle's Cool Carnival Day." They also answer questions about characters.	smre_ip_01029
		Read a poem and circle the sight words and high-frequency words: it, he, was.	smre_pp_00334
		Students listen to a nonfiction passage "On His Father's Feet." They answer questions about characters, setting, main idea, and supporting details. Students also identify sight words and high-frequency words.	smre_ip_00961
		Students read high-frequency words and draw pictures to match sentences.	smre_pp_00370

New Jersey Student Learning Standards Codes	New Jersey Student Learning Standards for English Language Arts, 2016 Kindergarten	SuccessMaker Item Descriptions	Item IDs
		Students read the literary text, "The Strange Day," and answer questions about main characters and plot. Students also identify the high-frequency words I, they, and at.	smre_ip_00970
	Fluency		
RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.		
RF.K.4.A	Read emergent-readers with purpose and understanding.	Students are prompted to listen to or read one of two decodable texts: "The Baby Panda" or "Red Fans." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00939
		Students are prompted to listen to or read one of two literary texts: "Zoo Trouble" or "Jumbled Jobs." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00972

New Jersey Student Learning Standards Codes	New Jersey Student Learning Standards for English Language Arts, 2016 Kindergarten	SuccessMaker Item Descriptions	Item IDs
		Students are prompted to listen to or read the literary passage, "An Alphabetic Kind of Day," or the informational text, "Clothes for Every Season." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00943
		Students are prompted to listen to or read one of two literary texts: "The Hungry Backpack" or "Mandy's New Home." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00935
		Students are prompted to listen to or read one of two informational texts: "Mother and Father Robin Build a Nest" or "On His Father's Feet." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00940
		Students are prompted to listen to or read one of two literary texts: "Checkup" or "The Missing Chick." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00971
		Students are prompted to listen to or read the informational text, "Big Top Time," or the literary text, "What Do You See?" They record their retells of the passage. Readings are recorded and each student is prompted to save the best recording for teacher assessment.	smre_ip_00942

New Jersey Student Learning Standards Codes	New Jersey Student Learning Standards for English Language Arts, 2016 Kindergarten	SuccessMaker Item Descriptions	Item IDs
		Students are prompted to listen to or read one of two literary texts: "The New Park" or "The Strange Day." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00941
		Students are prompted to listen to or read one of two informational texts: "Bikes and Skates: Two Fun Inventions" or "Tune-Up Tools." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00973
		Students are prompted to listen to or read the informational text, "Dr. Mia Is Making Smiles, or the literary text, "Little Red Hen Makes Soup." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00937
		Students are prompted to listen to or read the literary text, "Nina Tries Again," or the informational text "A Firefighter's Day." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00936
		Students are prompted to listen to or read one of two literary texts: "Word Salad" or "Pinky the Wonder Dog." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00974

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		Students are prompted to listen to or read the informational text, "Farm Babies" or the literary text, "Are We There Yet?" They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00946
		Students are prompted to listen to or read one of two literary texts: "Turtle's Party" or "Mike's Mystery House." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00944
		Students are prompted to listen to or read one of two fiction passages: "Silly Dooley!" and "Where's Rooster?" They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00938
		Students are prompted to listen to or read one of two literary texts: "The Ache in My Head" or "Molly Moose Dresses Up." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00945
L	Language		
	Conventions of Standard English		
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Students practice making sound-letter associations.	smre_ip_00854
		Students make sound-letter associations.	smre_ip_00918
		Students make sound-letter associations.	smre_ip_00922

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		Students make sound-letter associations, write missing letters in words, and circle the high-frequency words is, you, and that.	smre_pp_00329
		Students make sound-letter associations.	smre_ip_00907
		Students will look at pictures and circle the letters that stand for the beginning sounds.	smre_pp_00312
		Students will complete words by writing the missing letters.	smre_pp_00333
		Students practice making sound-letter associations.	smre_ip_00876
		Students make sound-letter associations.	smre_ip_00917
	Vocabulary Acquisition and Use		
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.		
L.K.4.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Students identify the meaning of homographs by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text.	smre_ip_00883
		Students practice reading multiple-meaning words by cutting and pasting pictures to match words.	smre_pp_00326
		Students learn the meaning of multiple-meaning words: homographs.	smre_di_00240
		Students read the literary text, "Word Salad" and determine the meaning of multiple meaning words.	smre_ip_00963

New Jersey Student Learning Standards Codes	New Jersey Student Learning Standards for English Language Arts, 2016 Kindergarten	SuccessMaker Item Descriptions	Item IDs
		Students determine the meaning of multiple-meaning words.	smre_ip_00919
		Students listen to or read the literary text, "Silly Dooley!" and determine the meaning of multiple-meaning words (homographs).	smre_ip_00901
		Students learn the meaning of the homographs fly, light, crow, school, stick, and pitcher.	smre_di_00250
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.		
L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Students sort pictures into categories.	smre_ip_00869
		Students listen to or read the informational text, "Clothes for Every Season." Then they sort pictures from the story into categories.	smre_ip_00841
		Students sort pictures into categories.	smre_ip_00981
		Students sort pictures into categories.	smre_ip_00856
		Students sort pictures into categories.	smre_ip_00811
		Students sort pictures into categories.	smre_ip_01001
		Students sort pictures into categories.	smre_ip_00821

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		Students learn to sort pictures into categories.	smre_di_00213
		Students sort by circling pictures that represent words with two syllables. Then the students cut and paste the pictures into the correct boxes.	smre_pp_00293
		Students sort pictures into categories.	smre_ip_00855