



SuccessMaker[®]

Alignments to SuccessMaker

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for K-8 learners with unparalleled precision

| Florida English/Language Arts Standards Code | Florida English/Language Arts Standards Grade 3 | SuccessMaker Item Description | Item ID |
|--|---|--|----------------|
| LAFS.3.L.1 | Conventions of Standard English | | |
| LAFS.3.L.1.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or | | |
| LAFS.3.L.1.1.b | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | Students will learn about subject, object, and possessive pronouns. | smre_di_02323 |
| | | Students will determine whether sentences are correct or incorrect and then fix incorrect sentences by choosing the correct pronoun. | smre_ip_02323 |
| | | Students will read sentences and identify subject, object, and possessive pronouns. | smre_pp_02323 |
| | | Students will read the literary passage "The Mystery of the Two Michaels" and answer Right There and Think and Search questions; identify the correct sequence of events; determine the author's purpose; summarize text; and identify subject, object, and possessive pronouns. | smre_itr_02323 |
| LAFS.3.L.1.1.c | Form and use regular and irregular plural nouns. | Students read regular and irregular plurals. | smre_ip_00219 |
| | | Students will read the informational text "Seasons of the Tundra" and answer Right There questions, identify cause-and-effect relationships, determine the author's purpose, distinguish fact from opinion, and complete sentences by correctly spelling words with irregular plurals. | smre_itr_02325 |
| | | Students listen to or read the informational text, "New York Travel Guide." Students also identify irregular plurals and the main idea. | smre_ip_00231 |
| | | Students will write the correct irregular plural that matches the singular form. | smre_pp_02325 |
| | | Students read the passage "New York City." Students complete the regular and irregular noun charts. | smre_pp_00080 |
| | | Review: Students read the passage "Yankee Stadium." Students use question-and-answer relationships to answer questions, practice irregular plurals, and practice affixes and base words. | smre_pp_00082 |
| | | Students learn to use regular and irregular plurals (s, es, ies). | smre_di_00060 |
| | | Students will complete sentences by spelling words that are irregular plurals. | smre_ip_02325 |
| | | Students will learn to spell irregular plural words. | smre_di_02325 |
| LAFS.3.L.1.1.e | Form and use regular and irregular verbs. | Students will learn about main verbs and helping verbs. | smre_di_02316 |
| | | Students will read the informational text "Turn on the Lights" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and identify action and linking verbs. | smre_itr_02316 |
| | | Review: Students read the passage "The Lady Doctor." Students answer questions about the main idea and practice identifying words with irregular vowel sounds. | smre_pp_00101 |
| | | Students will read sentences and identify different types of verbs. | smre_pp_02316 |
| LAFS.3.L.1.1.f | Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. | Students will sort past tense, present tense, and future tense verbs. | smre_ip_02316 |
| LAFS.3.L.1.1.h | Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | Students will learn about comparative and superlative adjectives. | smre_di_02317 |
| | | Students will read sentences and underline comparative adjectives and circle superlative adjectives. | smre_pp_02317 |
| | | Students will sort comparative and superlative adjectives. | smre_ip_02317 |

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| | | Students will read the literary passage "Searching for the Slow One" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and identify comparative and superlative adjectives. | smre_itr_02317 |
| LAFS.3.L.1.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling | | |
| LAFS.3.L.1.2.b | Use commas in addresses. | Students will identify sentences with correct comma usage. | smre_ip_02324 |
| | | Students will learn about using commas when writing dates, to separate places, in parts of a letter, and before conjunctions in a compound sentence. | smre_di_02324 |
| | | Students will read the literary passage "From Wyoming to a Friend" and answer Right There and Think and Search questions; make inferences; identify the correct sequence of events; summarize text; and identify sentences with correct comma usage. | smre_itr_02324 |
| | | Students will read sentences and insert commas where they are needed. | smre_pp_02324 |
| LAFS.3.L.3.6 | Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02378 |
| | | Students use word relationships to match words to sentences. | smre_ip_02378 |
| | | Students will read the fictional blog, "Pets in the White House." Students will then identify the main idea and supporting details, answer inferential questions, draw valid conclusions, understand the author's purpose, and answer literal questions, including who, where, when, and what. Students also use their knowledge of morphological families to understand academic vocabulary words. | smre_itr_02380 |
| | | Students learn about morphological families to determine the meaning of academic vocabulary terms. | smre_di_02380 |
| | | Students identify grade-level content words using text, image, and audio clues. | smre_ip_00298 |
| | | Students use a graphic organizer to brainstorm ideas about whether wild animals should be allowed to be pets. Students then write a paragraph stating their opinion on the topic and using at least two academic vocabulary words from the lesson. | smre_pp_02380 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02379 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02376 |
| | | Students read the literary text, "Car Wash: A Family's Fundraiser." Then students identify characters' traits and motives, make inferences and answer literal questions, including who, where, when, and what. Students also use their knowledge of morphological families to understand academic vocabulary words. | smre_itr_02377 |
| | | Students identify grade-level content words using text, image, and audio clues. | smre_ip_00385 |
| | | Students complete sentences using academic vocabulary words. | smre_ip_02376 |
| | | Students complete sentences using grade-level content words. | smre_ip_00380 |
| | | Students complete sentences using academic vocabulary words. | smre_ip_02379 |
| | | Students practice using word relationships to better understand the meaning of academic vocabulary words. | smre_pp_02381 |

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| | | Students practice using academic vocabulary words by interviewing classmates about their pets and writing a report about what they have learned. | smre_pp_02379 |
| | | Students practice using word relationships to better understand the meaning of academic vocabulary words. | smre_pp_02378 |
| | | Students complete sentences, using grade-level content words. | smre_ip_00339 |
| | | Students practice using their knowledge of morphological families to understand academic vocabulary words. | smre_pp_02377 |
| | | Students practice using context clues to better understand the meaning of academic vocabulary words. | smre_pp_02376 |
| | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | Students learn about morphological families to determine the meaning of academic vocabulary terms. | smre_di_02377 |
| | | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02381 |
| | | Students read the informational text, "After the Storm: Galveston Rebuilds." Then students identify main ideas, use chapter headings to locate information, compare and contrast within selected texts, and answer literal questions, including who, where, when, and what. Students also use their knowledge of word relationships (synonyms and antonyms) to better understand the meaning of words. | smre_itr_02378 |
| | | Students will read the fictional interview, "Pets." Students will then identify the author's viewpoint and bias, distinguish facts from opinions, recognize organizational patterns for a listing, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words. | smre_itr_02379 |
| LAFS.3.RI | Reading Standards for Informational Text | | |
| LAFS.3.RI.1.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Students will read the fictional blog, "Pets in the White House." Students will then identify the main idea and supporting details, answer inferential questions, draw valid conclusions, understand the author's purpose, and answer literal questions, including who, where, when, and what. Students also use their knowledge of morphological families to understand academic vocabulary words. | smre_itr_02380 |
| | | Students listen to or read the informational text, "George Washington Carver." Students also distinguish the main idea from supporting details, answer literal questions, and draw valid conclusions. | smre_ip_00281 |
| | | Students listen to or read the informational text, "Great Adventure in the Great Northwest." Students also recognize organizational patterns (compare and contrast), answer literal questions, and categorize words by specificity and hierarchy. | smre_ip_00368 |
| | | Students read the passage "San Francisco Maritime National Park." Students practice answering what-if, why, and how questions. | smre_pp_00107 |
| | | Students will read the informational text "Turn on the Lights" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and identify action and linking verbs. | smre_itr_02316 |
| | | Students learn to answer inferential and evaluative questions. | smre_di_00080 |
| | | Students read the passage "Pet Problems." Students answer questions about following directions. | smre_pp_00131 |

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| | | Students will read the informational text, "Ways to Save." Students also use question-and-answer relationships (Right There), make predictions, summarize text, determine the author's purpose, and identify the author's viewpoint and bias. | smre_itr_02318 |
| | | Students read the passage "Chris Van Allsburg." Students answer questions about stated and implied main ideas. | smre_pp_00143 |
| | | Students read the newspaper article, "The Valley Spirit." Students answer questions and practice identifying word family words. | smre_pp_00075 |
| | | Students listen to or read the informational text, "Lady Liberty Gets a Face-Lift." Students also identify the main idea, draw valid conclusions, answer literal questions, and identify affixes and base words. | smre_ip_00232 |
| | | Students will read the informational text, "The Stories Flags Tell." Students also use question-and-answer relationships (Right There, Think and Search), paraphrase information, determine the author's purpose, make inferences, draw conclusions, and recognize organizational patterns (compare and contrast). | smre_itr_02322 |
| | | Students listen to or read the informational text, "Soccer." Students also compare and contrast ideas, answer "why" questions, understand grade-level content words, and use text features to understand information in the text. | smre_ip_00326 |
| | | Students listen to or read the informational text, "The First National Park." Students also read multisyllabic words and answer literal questions. | smre_ip_00286 |
| | | Students learn to answer what-if, why, and how questions. | smre_di_00079 |
| | | Review: Students read the passage "The Lady Doctor." Students answer questions about the main idea and practice identifying words with irregular vowel sounds. | smre_pp_00101 |
| | | Review: Students read the newspaper article "Girl Meets with Bears to Say, 'I'm Sorry.'" They answer questions and practice determining the meaning of multiple-meaning words. | smre_pp_00115 |
| | | Students read the passage "Yorktown Battlefield National Park." Students underline the facts and practice answering inferential and evaluative questions. | smre_pp_00108 |
| | | Students listen to or read the informational text, "Fathers of Physics." Students also read words with irregular vowel variants and vowel diphthongs (ou), answer literal questions, and use chapter headings to locate information. | smre_ip_00280 |
| | | Students listen to or read the informational text, "Jazz Masters." Students also summarize text, answer literal questions, draw valid conclusions, and identify words with long vowel patterns and vowel diphthongs. | smre_ip_00282 |
| | | Review: Students read the passage "Junior Rangers." Students practice identifying fact and opinion, drawing conclusions, multisyllabic words, and inferential and evaluative questions. | smre_pp_00110 |
| | | Students read the passage "A Special Gift." Students answer questions and practice using question-and-answer relationships. | smre_pp_00079 |
| | | Students listen to or read the informational text, "Old Faithful." Students also answer literal, "what-if," "why," and "how" questions, identify main ideas, summarize the text, and use context to understand the meaning of words. | smre_ip_00287 |
| | | Students listen to or read the informational text, "Machu Picchu: City of Mystery." Students also identify explicit and implicit main ideas and answer literal and "why" questions. | smre_ip_00376 |

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| | | Students listen to or read the nonfiction passage "Icy Icebergs." Students use a dictionary to learn new words, answer literal questions, and answer how and why questions. | smre_ip_00323 |
| | | Students learn to use question-and-answer relationships (Right There, Think and Search, Text and You, On My Own) to improve their comprehension of text. | smre_di_00059 |
| | | Students read a Web page and answer questions, using the structure of informational text. | smre_pp_00117 |
| | | Students read the magazine article "A Pioneer Farmer's Guide to Planting in the West." Students answer questions and practice distinguishing fiction from nonfiction. | smre_pp_00076 |
| | | Students read the passage "Deserts and Mountains." They answer questions about compare and contrast. | smre_pp_00132 |
| | | Students listen to or read the nonfiction expository article "Girls Can Drive." They determine the meaning of multiple-meaning words (homographs), identify character traits, answer why questions, and draw conclusions. | smre_ip_00325 |
| | | Students read the informational text, "After the Storm: Galveston Rebuilds." Then students identify main ideas, use chapter headings to locate information, compare and contrast within selected texts, and answer literal questions, including who, where, when, and what. Students also use their knowledge of word relationships (synonyms and antonyms) to better understand the meaning of words. | smre_itr_02378 |
| | | Students listen to or read the informational text, "New York City." Students also draw conclusions and use question-and-answer relationships (Right There, Think and Search, Text and You). | smre_ip_00230 |
| | | Students will read the fictional interview, "Pets." Students will then identify the author's viewpoint and bias, distinguish facts from opinions, recognize organizational patterns for a listing, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words. | smre_itr_02379 |
| | | Students listen to or read the informational text, "Protecting the Park." Students also answer inferential and evaluative questions and distinguish fact from opinion. | smre_ip_00288 |
| | | Students will read the informational text "1600 Pennsylvania Avenue" and answer Right There questions, identify the correct sequence of events, determine the author's purpose, summarize text, and identify common and proper nouns. | smre_itr_02315 |
| LAFS.3.RI.1.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. | Students are prompted to listen to or read one of two nonfiction passages: "Fathers of Physics" or "Soccer." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00303 |
| | | Students listen to or read the informational text, "George Washington Carver." Students also distinguish the main idea from supporting details, answer literal questions, and draw valid conclusions. | smre_ip_00281 |
| | | Students will read the informational text, "A Super Journey." Students also use question-and-answer relationships (Right There), identify the main idea, determine the author's purpose, summarize the text, and draw conclusions. | smre_itr_02319 |
| | | Students read the passage "Chris Van Allsburg." Students answer questions about stated and implied main ideas. | smre_pp_00143 |
| | | Students listen to or read the informational text, "Lady Liberty Gets a Face-Lift." Students also identify the main idea, draw valid conclusions, answer literal questions, and identify affixes and base words. | smre_ip_00232 |

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| | | Students learn to identify the main idea and supporting details of a passage. | smre_di_00088 |
| | | Review: Students read the passage "The Lady Doctor." Students answer questions about the main idea and practice identifying words with irregular vowel sounds. | smre_pp_00101 |
| | | Students listen to or read the informational text, "Pioneer Toys." Students also draw conclusions, distinguish fiction from nonfiction, compare and contrast ideas, and identify the main idea of the passage. | smre_ip_00228 |
| | | Students listen to or read the informational text, "Planning a Trip to Land Between the Lakes." Students also make and confirm predictions based on information from text, as well as, identify synonyms and antonyms, identify the main idea, read multisyllabic words, and summarize text. | smre_ip_00283 |
| | | Students listen to or read the informational text, "Old Faithful." Students also answer literal, "what-if," "why," and "how" questions, identify main ideas, summarize the text, and use context to understand the meaning of words. | smre_ip_00287 |
| | | Students identify the main idea of a passage. | smre_ip_00316 |
| | | Students learn to distinguish the main idea from supporting details. | smre_di_00073 |
| | | Students listen to or read the informational text, "Machu Picchu: City of Mystery." Students also identify explicit and implicit main ideas and answer literal and "why" questions. | smre_ip_00376 |
| | | Students read the informational text, "Hurricanes." Then students identify main ideas, draw conclusions, use titles to locate information, understand the author's purpose, and use context to determine the meaning of academic vocabulary words. | smre_itr_02376 |
| | | Students read the myth "A Man and His Wife." They identify the main idea and supporting details by completing a graphic organizer. | smre_pp_00120 |
| | | Students read the passage "The Farmer's Friend." Students complete the graphic organizer to distinguish the main idea from supporting details. | smre_pp_00099 |
| | | Students learn to identify explicit and implicit main ideas. | smre_di_00105 |
| | | Students listen to or read the informational text, "The Ancient Ones." Students also identify main ideas and recognize cause and effect relationships. | smre_ip_00328 |
| | | Students read the informational text, "After the Storm: Galveston Rebuilds." Then students identify main ideas, use chapter headings to locate information, compare and contrast within selected texts, and answer literal questions, including who, where, when, and what. Students also use their knowledge of word relationships (synonyms and antonyms) to better understand the meaning of words. | smre_itr_02378 |
| LAFS.3.RI.1.3 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | Students will read the informational text "Seasons of the Tundra" and answer Right There questions, identify cause-and-effect relationships, determine the author's purpose, distinguish fact from opinion, and complete sentences by correctly spelling words with irregular plurals. | smre_itr_02325 |
| | | Students will read the informational text "Volcano Robot" and answer Think and Search questions, draw conclusions, identify cause-and-effect relationships, make inferences, and complete sentences by correctly spelling words with silent consonants. | smre_itr_02326 |
| | | Students identify cause-and-effect relationships that are stated or implied in text. | smre_ip_00312 |

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| | | Students will read the informational text "No Ordinary Valley" and answer Right There, Think and Search, and Text and You questions; identify cause-and-effect relationships; distinguish fact from opinion; and complete sentences by correctly spelling words with the schwa sound. | smre_itr_02327 |
| | | Review: Students read the passage "What Causes an Earthquake?" Students practice cause and effect, using a thesaurus, and synonyms and antonyms. | smre_pp_00097 |
| | | Students listen to or read the informational text, "The Ancient Ones." Students also identify main ideas and recognize cause and effect relationships. | smre_ip_00328 |
| | | Students will read the informational text "The Seven Characteristics of Living Things" and identify cause-and-effect relationships, draw conclusions, paraphrase information, make inferences, determine the author's purpose, and identify the subject and predicate of a sentence. | smre_itr_02321 |
| | | Students will read the informational text "1600 Pennsylvania Avenue" and answer Right There questions, identify the correct sequence of events, determine the author's purpose, summarize text, and identify common and proper nouns. | smre_itr_02315 |
| LAFS.3.RI.2.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | Students learn to use text features to aid in understanding and chunking information. | smre_di_00086 |
| | | Review: Students read the passage "Our Sun." Students practice synonyms and antonyms, drawing conclusions, and using tables, maps, and charts. | smre_pp_00105 |
| | | Students listen to or read the informational text, "Soccer." Students also compare and contrast ideas, answer "why" questions, understand grade-level content words, and use text features to understand information in the text. | smre_ip_00326 |
| | | Students listen to or read the informational text, "Fathers of Physics." Students also read words with irregular vowel variants and vowel diphthongs (ou), answer literal questions, and use chapter headings to locate information. | smre_ip_00280 |
| | | Students read the informational text, "After the Storm: Galveston Rebuilds." Then students identify main ideas, use chapter headings to locate information, compare and contrast within selected texts, and answer literal questions, including who, where, when, and what. Students also use their knowledge of word relationships (synonyms and antonyms) to better understand the meaning of words. | smre_itr_02378 |
| LAFS.3.RL | Reading Standards for Literature | | |
| LAFS.3.RL.1.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Students listen to or read the literary text, "Raking Leaves." Students also recognize dialogue and narration, answer literal questions, and draw conclusions. | smre_ip_00373 |
| | | Students read the passage "Two Foolish Frogs." They answer questions and identify the correct sequence of events. | smre_pp_00124 |
| | | Students listen to or read the literary text, "The Visitors." Students also answer questions about main characters, setting, theme, and plot. | smre_ip_00235 |
| | | Students read the passage "Johnny Appleseed." They match words to their meanings and answer questions about the story. | smre_pp_00136 |
| | | Students read the literary text, "How Medicine Began." Students also answer questions about fantasy and realism found in the story. | smre_ip_00371 |

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| | | Students learn to answer questions about main characters, setting, theme, and plot. | smre_di_00064 |
| | | Students listen to or read the fiction mystery "Where is Mrs. Garcia?" Students also recognize elements of plot, (beginning, middle, and end) and answer questions about characters. | smre_ip_00234 |
| | | Students listen to or read the literary text, "A Bag of Hope." Students also identify characters' actions, emotions, and motives; answer "how" questions, and summarize the text. | smre_ip_00333 |
| | | Students will read the literary passage "From Wyoming to a Friend" and answer Right There and Think and Search questions; make inferences; identify the correct sequence of events; summarize text; and identify sentences with correct comma usage. | smre_itr_02324 |
| | | Students listen to or read the literary text, "Counting Shells." Students also follow multistep instructions, answer literal questions, draw conclusions, and categorize words. | smre_ip_00367 |
| | | Students read the passage, "The King with the Golden Touch." They answer questions and practice determining cause and effect. | smre_pp_00121 |
| | | Students listen to or read the literary text, "A Giant Fairy Tale." Students also answer questions about the characters and plot, draw conclusions, answer "how" questions, and determine the meaning of idioms. | smre_ip_00372 |
| | | Students listen to or read the literary text, "The Very Terrible Morning." Students also answer questions about plot elements (beginning, middle, and end), and read words with r-controlled and r-influenced vowels. | smre_ip_00233 |
| | | Students will read the literary passage "Searching for the Slow One" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and identify comparative and superlative adjectives. | smre_itr_02317 |
| LAFS.3.RL.1.2 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | Students read the passage "The Crow and the Pitcher." Students answer questions about story elements. | smre_pp_00085 |
| LAFS.3.RL.1.3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | Review: Students read the passage "The Strange Little Duckling." Students answer questions about story elements and practice r-controlled vowels. | smre_pp_00086 |
| | | Students read the passage "Two Foolish Frogs." They answer questions and identify the correct sequence of events. | smre_pp_00124 |
| | | Students learn to identify the correct sequence of events. | smre_di_00091 |
| | | Students identify the correct sequence of events. | smre_ip_00319 |
| LAFS.3.RL.2.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | Students read the passage "Johnny Appleseed." They match words to their meanings and answer questions about the story. | smre_pp_00136 |
| | | Review: Students read the passage "Paul Bunyan and Babe the Blue Ox." They practice comparing and contrasting, identifying word meaning, and recognizing cause and effect. | smre_pp_00137 |
| | | Students learn to distinguish between figurative and literal language. | smre_di_00071 |
| | | Students read the poem "A Fish Story." Students answer questions and practice distinguishing between figurative and literal language. | smre_pp_00096 |

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| | | Students listen to or read the literary texts, "Hold on Tight" and "Flying Tiger." Students also distinguish between figurative and literal language (similes). | smre_ip_00279 |
| LAFS.3.RF | Reading Standards: Foundational Skills | | |
| LAFS.3.RF.3.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | | |
| LAFS.3.RF.3.3.a | Identify and know the meaning of the most common prefixes and derivational suffixes. | Students learn about phonograms (ain, ight), review prefixes (pre-, re-, un-, mis-), and suffixes (-ful, -ly, -ed, -ing). | smre_di_00056 |
| LAFS.3.RF.3.3.c | Decode multisyllable words. | Students listen to or read the informational text, "The First National Park." Students also read multisyllabic words and answer literal questions. | smre_ip_00286 |
| | | Students read the passage "The Dry Tortugas." Students identify multisyllabic words by completing a three-column graphic organizer. | smre_pp_00106 |
| | | Students learn to read multisyllabic words. | smre_di_00078 |
| | | Review: Students read the passage "Junior Rangers." Students practice identifying fact and opinion, drawing conclusions, multisyllabic words, and inferential and evaluative questions. | smre_pp_00110 |
| | | Students label a picture with the correct word. Correct answers focus on multisyllabic words. | smre_ip_00271 |
| | | Students listen to or read the informational text, "Planning a Trip to Land Between the Lakes." Students also make and confirm predictions based on information from text, as well as, identify synonyms and antonyms, identify the main idea, read multisyllabic words, and summarize text. | smre_ip_00283 |
| | | Students label a picture with the correct word. Correct answers focus on multisyllabic words. | smre_ip_00274 |
| | | Students build multisyllabic words. | smre_ip_00270 |
| LAFS.3.RF.4.4 | Read with sufficient accuracy and fluency to support comprehension. | | |
| LAFS.3.RF.4.4.a | Read on-level text with purpose and understanding. | Students read phrases fluently. | smre_ip_00764 |
| | | Students read phrases fluently. | smre_ip_00751 |
| | | Students read phrases fluently. | smre_ip_00761 |
| | | Students read phrases fluently. | smre_ip_00276 |
| | | Students read phrases fluently. | smre_ip_00755 |
| | | Students read phrases fluently. | smre_ip_00753 |
| | | Students practice fluently reading the passage "Lamb's Lesson." | smre_pp_00144 |
| | | Students practice fluently reading the passage "Skate Park." | smre_pp_00091 |
| | | Students read phrases fluently. | smre_ip_00763 |
| | | Students read phrases fluently. | smre_ip_00750 |
| | | Students read phrases fluently. | smre_ip_00759 |
| | | Students read phrases fluently. | smre_ip_00762 |
| | | Students read phrases fluently. | smre_ip_00757 |
| | | Students practice fluently reading the passages "Carrie's Book Club" and "A Bag of Hope." | smre_pp_00127 |
| | | Students read phrases fluently. | smre_ip_00760 |
| | | Students read phrases fluently. | smre_ip_00752 |
| | | Students read phrases fluently. | smre_ip_00754 |
| | | Students read phrases fluently. | smre_ip_00758 |
| | | Students read phrases fluently. | smre_ip_00756 |
| | | Students practice fluently reading the passage "Old Faithful." | smre_pp_00109 |

| Florida English/Language Arts Standards Code | Florida English/Language Arts Standards Grade 3 | SuccessMaker Item Description | Item ID |
|--|--|---|---------------|
| LAFS.3.RF.4.4.b | Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings | Students are prompted to listen to or read one of two nonfiction passages: "Father's of Physics" or "Soccer." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00303 |
| | | Students are prompted to read one of two fiction passages: "Coyote Saves the Day" or "Anansi and the Beetle." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00212 |
| | | Students read phrases fluently. | smre_ip_00764 |
| | | Students are prompted to fluently read the informational text, "The Ancient Ones," or the literary text, "The Visitors." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00214 |
| | | Students read phrases fluently. | smre_ip_00751 |
| | | Students learn to read with expression. | smre_di_00106 |
| | | Students are prompted to fluently read one of two literary texts, "Lamb's Lesson" or "A Giant Fairy Tale." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00305 |
| | | Students learn to read and reread to increase familiarity. | smre_di_00094 |
| | | Students read phrases fluently. | smre_ip_00761 |
| | | Students are prompted to fluently read the informational text, "The First National Park," or the literary text, "Skate Park." Readings are recorded and the students are prompted to save the best recording for teacher assessment. | smre_ip_00349 |
| | | Students are prompted to read one of two fiction passages: "Might Fishy Haircut" or "Building From the Past." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00257 |
| | | Students read phrases fluently. | smre_ip_00276 |
| | | Students are prompted to read the nonfiction passage "Jazz Masters" or the fiction passage "A Bag of Hope" and record their retells of the passage. Students are prompted to save the best recording for teacher assessment. | smre_ip_00258 |
| | | Students are prompted to listen to or read one of two literary texts: "My Greatest Trip Ever!" or "Where Is Mrs. Garcia?" They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00256 |
| | | Students read phrases fluently. | smre_ip_00755 |
| | | Students read phrases fluently. | smre_ip_00753 |
| | | Students are prompted to read one of two literary texts, "Pets in the White House" or "How Medicine Began." Readings are recorded and timed. Then each student is prompted to save the best recording for teacher assessment. | smre_ip_00347 |
| | | Students practice fluently reading the passage "Lamb's Lesson." | smre_pp_00144 |
| | | Students are prompted to fluently read one of two informational texts: "The Stories Flags Tell" or "Great Adventure in the Great Northwest." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00213 |
| | | Students practice fluently reading the passage "Skate Park." | smre_pp_00091 |
| | | Students are prompted to listen to or read the informational text, "Lady Liberty Gets a Face Lift," or the literary text, "Drought Buster." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00348 |
| | | Students read phrases fluently. | smre_ip_00763 |
| | | Students read phrases fluently. | smre_ip_00750 |

| Florida English/Language Arts Standards Code | Florida English/Language Arts Standards Grade 3 | SuccessMaker Item Description | Item ID |
|--|--|--|---------------|
| | | Students read phrases fluently. | smre_ip_00759 |
| | | Students are prompted to fluently read one of two literary texts: "The Locked Door" or "The Baseball Game." Readings are recorded and the students are prompted to save the best recording for teacher assessment. | smre_ip_00304 |
| | | Students are prompted to fluently read one of two nonfiction passages: "George Washington Carver" or "Machu Picchu: City of Mystery." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00259 |
| | | Students read phrases fluently. | smre_ip_00762 |
| | | Students are prompted to fluently read the nonfiction passage "Protecting the Park" or the fiction passage "Carrie's Book Club." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00260 |
| | | Students read phrases fluently. | smre_ip_00757 |
| | | Students practice fluently reading the passages "Carrie's Book Club" and "A Bag of Hope." | smre_pp_00127 |
| | | Students learn to read with phrasing. | smre_di_00081 |
| | | Students read phrases fluently. | smre_ip_00760 |
| | | Students are prompted to read one of two nonfiction passages: "Icy Icebergs" or "Planning a Trip to the Land Between the Lakes." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00302 |
| | | Students are prompted to fluently read the informational text: "Pioneer Toys," or the literary text, "High-Tech Pets." Readings are recorded and the students are prompted to save the best recording for teacher assessment. | smre_ip_00350 |
| | | Students read phrases fluently. | smre_ip_00752 |
| | | Students read phrases fluently. | smre_ip_00754 |
| | | Students read phrases fluently. | smre_ip_00758 |
| | | Students read phrases fluently. | smre_ip_00756 |
| | | Students practice fluently reading the passage "Old Faithful." | smre_pp_00109 |
| LAFS.3.SL | Speaking and Listening | | |
| LAFS.3.SL.2.5 | Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details. | Students are prompted to fluently read one of two informational texts: "The Stories Flags Tell" or "Great Adventure in the Great Northwest." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00213 |
| | | Students are prompted to fluently read one of two nonfiction passages: "George Washington Carver" or "Machu Picchu: City of Mystery." Readings are recorded and students are prompted to save the best recording for teacher assessment. | smre_ip_00259 |
| LAFS.3.W | Writing | | |
| LAFS.3.W.1.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. | Students use a graphic organizer to brainstorm ideas about whether wild animals should be allowed to be pets. Students then write a paragraph stating their opinion on the topic and using at least two academic vocabulary words from the lesson. | smre_pp_02380 |

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