



SuccessMaker®

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

| Virginia English SOL Code | Virginia English Standards of Learning Kindergarten | SuccessMaker Item Description | Item ID |
|---------------------------|---|--|---------------|
| | Oral Language | | |
| K.1 | The student will demonstrate growth in the use of oral language. | | |
| K.1.a | Listen to a variety of literary forms, including stories and poems. | 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 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, "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 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 literary text, "Mandy's New Home" and answer questions about the main character. | smre_pp_00290 |
| | | 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 nursery rhyme "Jack and Jill" and then answer questions about characters. | smre_di_00215 |
| | | 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 listen to the literary text, "Hide and Seek" and learn to identify the correct sequence of events of a story. | smre_di_00266 |
| | | Students listen to or read the nursery rhyme "Itsy-Bitsy Spider" and learn about characters. | smre_di_00218 |
| | | 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 |
| | | Students listen to or read or read the literary text, "Mandy's New Home." Students also answer questions about characters. | smre_ip_00839 |
| K.2.g | Use vocabulary from other content areas. | Students identify the meaning of grade-level content words. | smre_ip_00991 |
| | | Students identify the meaning of grade-level content words by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text. | smre_ip_01002 |
| | | 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 listen to or read the literary text, "Pinky the Wonder Dog." Students also identify cause-and-effect relationships, answer questions about plot, and understand the meaning of grade-level content words. | smre_ip_01021 |
| | | 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 learn about the meanings of grade-level content words. | smre_di_00224 |
| | | Students identify the meaning of grade-level content words. | smre_ip_01008 |
| | | Students identify the meaning of grade-level content words. | smre_ip_00926 |
| | | Students identify the meaning of grade-level content words by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text. | smre_ip_00992 |
| | | Students identify the meaning of grade-level content words. | smre_ip_00999 |
| | | Students identify the meaning of grade-level content words. | smre_ip_00934 |
| | | Students identify the meaning of grade-level content words. | smre_ip_00977 |
| | | Students recognize the meaning of grade-level content words. | smre_ip_00988 |

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| | | Students identify the meaning of grade-level content words by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text. | smre_ip_01000 |
| | | Students identify the meaning of grade-level content words by matching picture to word and then picture to sentence. Finally, students read the sentences as connected text. | smre_ip_00990 |
| K.3.g | Follow one- and two-step directions. | Students review uppercase and lowercase letters, circle pictures with the same beginning sounds, and follow directions in a drawing exercise. | smre_pp_00307 |
| K.4 | The student will identify, say, segment, and blend various units of speech sounds. | | |
| K.4.b | Identify and produce words that rhyme. | 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 rhymes, using picture cues as prompts. | smre_ip_00824 |
| | | 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 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 |
| | | Students identify the picture that rhymes with a given word. | smre_ip_00809 |
| | | Students blend phonemes into words and match rhyming words. | smre_pp_00300 |
| | | Students circle pictures with names that rhyme. | smre_pp_00291 |
| K.4.c | Blend and segment multisyllabic words at the syllable level. | Students segment words into phonemes. | smre_ip_00829 |
| | | 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 blend phonemes into whole words. | smre_ip_00868 |
| | | Students use pictures to count syllables in words. | smre_ip_01115 |
| | | Students review sequencing events and blending words. | smre_pp_00362 |
| | | Students learn to count syllables in words. | smre_di_00304 |
| | | Students blend three phonemes into whole words. | smre_ip_00823 |
| | | Students practice segmenting sounds by cutting out word puzzles and putting them back together. | smre_pp_00301 |
| | | Students label a picture with the correct word. Correct answers focus on words with initial and final consonant blends. | smre_ip_00989 |
| | | Students learn to blend three phonemes into whole words. | smre_di_00219 |
| | | Students segment words into phonemes (CVC words). | smre_ip_00858 |
| | | 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 read a story and use pictures to retell the events in order. Students also practice blending and segmenting phonemes. | smre_pp_00345 |
| | | Students blend phonemes into whole words. | smre_ip_00984 |
| | | Students blend syllables to create three-syllable words. | smre_ip_00812 |
| | | Students blend phonemes into whole words. | smre_ip_00920 |
| | | Students learn to segment words with three phonemes. | smre_di_00220 |
| | | Students practice blending phonemes into whole words using a puzzle and by matching pictures to beginning sounds. | smre_pp_00341 |
| | | Students use pictures to sort words with three and four phonemes. | smre_ip_00826 |
| | | 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 blend phonemes into words and match rhyming words. | smre_pp_00300 |
| | | Students count syllables in words and sort them into categories. | smre_ip_01114 |

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| | | Students blend four phonemes into whole words. | smre_ip_00921 |
| | | Students blend phonemes into whole words. | smre_ip_00993 |
| | | Students segment and blend phonemes. They also group pictures into categories. | smre_pp_00311 |
| | | Students learn to segment words with three phonemes. | smre_di_00228 |
| | | Students learn to segment words into phonemes. | smre_di_00276 |
| | | Students listen to or read the decodable text, "A Family," and segment words into phonemes. | smre_ip_00889 |
| | | Students learn to blend four phonemes into whole words. | smre_di_00251 |
| | | Students blend phonemes into whole words. | smre_ip_00905 |
| | | Students count syllables and divide syllables into sounds. | smre_ip_00815 |
| | | Students listen to or read the literary text, "Zoo Trouble." Students answer questions about characters, setting, and plot. They also practice blending phonemes into whole words. | smre_ip_00964 |
| | | 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 |
| K.4.d | Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). | Students segment words into phonemes. | smre_ip_00829 |
| | | Students practice segmenting sounds by cutting out word puzzles and putting them back together. | smre_pp_00301 |
| | | Students read a story and use pictures to retell the events in order. Students also practice blending and segmenting phonemes. | smre_pp_00345 |
| | | Students learn to segment words into phonemes. | smre_di_00276 |
| | Reading | | |
| K.7 | The student will develop an understanding of basic phonetic principles. | | |
| K.7.a | Identify and name the uppercase and lowercase letters of the alphabet. | Students identify uppercase and lowercase letters Tt through Zz in and out of sequence. | smre_ip_00803 |
| | | Students name letters with fluency. | smre_ip_00954 |
| | | 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 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 name letters with fluency. | smre_ip_00952 |
| | | Students match uppercase and lowercase letters Aa through Ee. | smre_pp_00294 |
| | | Students review uppercase letters, beginning sounds, and rhyming words. | smre_pp_00292 |
| | | Students name letters with fluency. | smre_ip_00833 |
| | | 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 identify uppercase and lowercase letters Ff through Nn in and out of sequence. | smre_ip_00819 |
| | | Students name letters with fluency. | smre_ip_00948 |
| | | Students identify uppercase and lowercase letters Oo through Ss in and out of sequence. | smre_ip_00827 |
| | | Students learn to identify uppercase and lowercase letters Tt through Zz in and out of sequence. | smre_di_00209 |
| | | Students identify lowercase letters in and out of sequence. | smre_ip_00816 |
| | | Students match uppercase and lowercase letters Tt through Zz. | smre_pp_00288 |
| | | Students identify uppercase and lowercase letters. | smre_ip_00857 |
| | | 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_00822 |

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| | | 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_00950 |
| | | Students identify lowercase letters in and out of sequence. | smre_ip_00832 |
| | | Students name letters with fluency. | smre_ip_00949 |
| | | Students learn to identify uppercase and lowercase letters Ff through Nn in and out of sequence. | smre_di_00217 |
| | | Students sort and categorize pictures and identify lowercase letters. | smre_pp_00297 |
| | | 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 name letters with fluency. | smre_ip_01010 |
| | | Students identify uppercase letters in and out of sequence. | smre_ip_00807 |
| | | Students name letters with fluency. | smre_ip_00951 |
| | | 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 learn to identify uppercase and lowercase letters Aa through Ee in and out of sequence. | smre_di_00214 |
| | | Students name letters with fluency. | smre_ip_01009 |
| | | Students name letters with fluency. | smre_ip_00947 |
| | | Students name letters with fluency. | smre_ip_00834 |
| | | 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 practice identifying uppercase and lowercase letters Oo through Ss. They also identify pictures with the same beginning sounds. | smre_pp_00303 |
| | | Students review uppercase and lowercase letters, circle pictures with the same beginning sounds, and follow directions in a drawing exercise. | smre_pp_00307 |
| K.7.b | Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. | Students practice making sound-letter associations. | smre_ip_00876 |
| | | Students read words with short vowel patterns. | smre_ip_00882 |
| | | Students label a picture with the correct word. Correct answers focus on words with short vowel patterns. | smre_ip_00982 |
| | | Students make sound-letter associations for the letters m, s, f, a, and t. | smre_ip_00852 |
| | | Students make sound-letter associations. | smre_ip_00917 |
| | | 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 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 will identify letter-sound associations by matching letters to pictures. | smre_pp_00325 |
| | | 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 a). | smre_ip_01039 |
| | | Students sort words with short vowel patterns (short u). | smre_ip_01063 |
| | | 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 |
| | | Students distinguish the short e vowel sound by identifying pictures and building words to match the pictures. | smre_ip_01056 |

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| | | Students learn to read words with the short vowel patterns (short i). | smre_di_00287 |
| | | Students read the decodable text, "Tim and Sam." Students identify sound-letter associations for s, p, c, and i. | smre_ip_00958 |
| | | Students distinguish the short a vowel sound by identifying pictures and building words to match the pictures. | smre_ip_01038 |
| | | 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 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 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 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 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 will identify letter-sound associations by matching letters to pictures. | smre_pp_00320 |
| | | 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 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 learn sound-letter associations for the letters m, s, f, a, and t. | smre_di_00225 |
| | | Students distinguish the short o vowel sound by identifying pictures and building words to match the pictures. | smre_ip_01046 |
| | | Students learn to read words with the short vowel patterns (short o). | smre_di_00283 |
| | | Students learn to distinguish between consonants and vowels. | smre_di_00255 |
| | | Students practice making sound-letter associations for the letters b, n, r, and i (short vowel sound). | smre_ip_00862 |
| | | 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 sound-letter associations for the letters h, l, g, and o (short vowel sound). | smre_di_00235 |
| | | 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 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 distinguish the short u vowel sound by identifying pictures and building words to match the pictures. | smre_ip_01062 |
| | | Students look at pictures and fill in the missing letter from the name of each picture. They also practice with a phoneme puzzle. | smre_pp_00319 |
| | | 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 learn sound-letter associations for the letters u, v, z, y, and q. | smre_di_00229 |
| | | Students identify word families by cutting and pasting pictures under the correct word family ending (short a word families). | smre_pp_00375 |
| | | Students learn sounds for the letters s, p, c, and i (short vowel sound). | smre_di_00245 |

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| | | Students make sound-letter associations for the letters d, k, f, and o (short vowel sound). | smre_ip_00880 |
| | | Students make sound-letter associations for the letters j, w, x, and e (short vowel sound). | smre_ip_00903 |
| | | Students label a picture with the correct word. Correct answers focus on words with short vowel patterns. | smre_ip_01005 |
| | | Students will identify letter-sound associations by matching letters to pictures. | smre_pp_00330 |
| | | 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 to read words with the short vowel patterns (short a). | smre_di_00279 |
| | | 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 sound-letter associations for the letters b, n, r, and i (short vowel sound). | smre_di_00230 |
| | | Students read words with short vowel patterns. | smre_ip_00932 |
| | | 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 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 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 for the letters h, l, g, and o (short vowel sound). | smre_ip_00872 |
| | | Students distinguish the short i vowel sound by identifying pictures and building words to match the pictures. | smre_ip_01054 |
| | | Students sort words with short vowel patterns (short e). | smre_ip_01057 |
| | | 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 s, p, c, and i (short vowel sound). | smre_ip_00909 |
| | | 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_00885 |
| | | Students sort consonants and vowels. | smre_ip_00929 |
| | | Students will complete words by writing the missing letters. | smre_pp_00333 |
| | | Students read the decodable text, "Red Fans" and identify sound-letter associations for d, k, f, and o. | smre_ip_00900 |
| | | Students sort words with short vowel patterns (short i). | smre_ip_01055 |
| | | Students practice making sound-letter associations. | smre_ip_00854 |
| | | 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 learn to read words with the short vowel patterns (short e). | smre_di_00288 |
| | | Students read words with short vowel patterns. | smre_ip_00916 |
| | | 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 make sound-letter associations. | smre_ip_00918 |
| | | 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 make sound-letter associations. | smre_ip_00907 |

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| | | Students learn to read words with the short vowel patterns (short u). | smre_di_00291 |
| | | 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 |
| | | Students learn sound-letter associations for the letters d, k, f, and o (short vowel sound). | smre_di_00239 |
| | | Students read the decodable text, "The Baby Panda" and identify sound-letter associations for b, n, r, and i. | smre_ip_00891 |
| | | 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 sort words with short vowel patterns (short o). | smre_ip_01047 |
| | | Students label a picture with the correct word. Correct answers focus on words with short vowels. | smre_ip_00998 |
| | | Students read the decodable text, "Gil Got One" and identify sound-letter associations for h, l, g, and o. | smre_ip_00896 |
| | | Students learn sound-letter associations for the letters j, w, x, and e (short vowel sound). | smre_di_00242 |
| | | Students practice distinguishing consonants and vowels. | smre_ip_00930 |
| | | 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 |
| K.7.d | Identify beginning consonant sounds in single-syllable words. | Students make sound-letter associations for the consonant digraph sh. | smre_ip_00985 |
| | | Students make sound-letter associations for the letters m, s, f, a, and t. | smre_ip_00852 |
| | | Students make sound-letter associations for the consonant digraph ch. | smre_ip_01003 |
| | | Students will identify letter-sound associations by matching letters to pictures. | smre_pp_00325 |
| | | Students read the decodable text, "Our Boat" and identify sound-letter associations for j, w, x, and e. | smre_ip_00955 |
| | | Students learn to read words with the initial consonant digraph sh. | smre_di_00264 |
| | | Students read the decodable text, "Tim and Sam." Students identify sound-letter associations for s, p, c, and i. | smre_ip_00958 |
| | | Students practice distinguishing consonants and vowels by circling the vowels. Students also blend words with phoneme puzzles. | smre_pp_00346 |
| | | Students use pictures to sort words with the initial consonant digraphs sh, ch, and th. | smre_ip_00859 |
| | | 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 will identify letter-sound associations by matching letters to pictures. | smre_pp_00320 |
| | | Students learn sound-letter associations for the letters m, s, f, a, and t. | smre_di_00225 |
| | | Students learn to distinguish between consonants and vowels. | smre_di_00255 |
| | | Students practice making sound-letter associations for the letters b, n, r, and i (short vowel sound). | smre_ip_00862 |
| | | Students learn sound-letter associations for the letters h, l, g, and o (short vowel sound). | smre_di_00235 |
| | | 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 read words with the initial consonant digraph th. | smre_ip_00996 |
| | | Students read and match words and pictures with the same beginning sound ch. | smre_pp_00368 |
| | | Students learn sound-letter associations for the letters u, v, z, y, and q. | smre_di_00229 |

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| | | Students learn sounds for the letters s, p, c, and i (short vowel sound). | smre_di_00245 |
| | | Students make sound-letter associations for the letters d, k, f, and o (short vowel sound). | smre_ip_00880 |
| | | Students make sound-letter associations for the letters j, w, x, and e (short vowel sound). | smre_ip_00903 |
| | | Students will identify letter-sound associations by matching letters to pictures. | smre_pp_00330 |
| | | Students learn to read words with the initial consonant digraph th. | smre_di_00269 |
| | | Students color pictures with the beginning sound sh. | smre_pp_00357 |
| | | Students learn sound-letter associations for the letters b, n, r, and i (short vowel sound). | smre_di_00230 |
| | | Students make sound-letter associations for the letters h, l, g, and o (short vowel sound). | smre_ip_00872 |
| | | Students listen to or read the literary text, "Shelly's Fun on the Farm." They answer questions about setting, main idea, and supporting details. Students also read words with the initial consonant digraph sh. | smre_ip_01018 |
| | | 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 s, p, c, and i (short vowel sound). | smre_ip_00909 |
| | | Students read a fictional passage "It is Hot!" and decode letters to build words in a phoneme puzzle. | smre_pp_00349 |
| | | 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 sort consonants and vowels. | smre_ip_00929 |
| | | Students read the decodable text, "Red Fans" and identify sound-letter associations for d, k, f, and o. | smre_ip_00900 |
| | | Students listen to or read the literary text, "Cha-Cha-Cha!" and identify words with the initial consonant digraph ch. | smre_ip_01027 |
| | | Students learn to read words with the initial consonant digraph ch. | smre_di_00273 |
| | | 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 words with the initial and final consonant digraph ch. | smre_ip_01004 |
| | | Students learn sound-letter associations for the letters d, k, f, and o (short vowel sound). | smre_di_00239 |
| | | Students read the decodable text, "The Baby Panda" and identify sound-letter associations for b, n, r, and i. | smre_ip_00891 |
| | | Students practice recognizing the consonant digraph th by coloring pictures with the same beginning sound. | smre_pp_00363 |
| | | Students read the decodable text, "Gil Got One" and identify sound-letter associations for h, l, g, and o. | smre_ip_00896 |
| | | Students learn sound-letter associations for the letters j, w, x, and e (short vowel sound). | smre_di_00242 |
| | | Students practice distinguishing consonants and vowels. | smre_ip_00930 |
| K.9 | The student will demonstrate comprehension of fictional texts. | | |
| K.9.f | Retell familiar stories, using beginning, middle, and end. | 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 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 |

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| | | 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 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 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 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: "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 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 read a story and use pictures to retell the events in order. Students also practice blending and segmenting phonemes. | smre_pp_00345 |
| | | 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, "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 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: "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 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 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 |
| K.9.g | Discuss characters, setting, and events. | 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 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 |

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| | | 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 read a fictional passage "Block Party" and answer questions about characters and plot. | smre_pp_00347 |
| | | 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 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, "What Do You See?" and answer questions about characters. They also identify words with initial and final consonant blends. | smre_ip_01022 |
| | | 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, "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 or read the literary text, "Mandy's New Home" and answer questions about the main character. | smre_pp_00290 |
| | | Students read the folktale "Little Red Hen Makes Soup" and answer questions about the main character. | smre_pp_00299 |
| | | Students listen to the nursery rhyme "Jack and Jill" and then answer questions about characters. | smre_di_00215 |
| | | Students read the fictional passage "At the Zoo" and answer questions about characters and setting. | smre_pp_00348 |
| | | 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, "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 |
| | | 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 folktale, "Little Red Hen Makes Soup." Students also answer questions about characters. | smre_ip_00846 |
| | | 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 listen to or read the nursery rhyme "Itsy-Bitsy Spider" and learn about characters. | smre_di_00218 |
| | | Students read the literary text, "Lee Helps Mom" and then answer questions about main characters. | smre_pp_00295 |
| | | Students listen to or read the literary text, "Mayor Mom," and answer questions about main characters, setting, theme, and plot. | smre_ip_00887 |
| | | 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 literary text, "Shelly's Fun on the Farm." They answer questions about setting, main idea, and supporting details. Students also read words with the initial consonant digraph sh. | smre_ip_01018 |
| | | 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 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 read the literary passage "Mayor Mom" and answer questions about the main character. | smre_pp_00309 |
| | | 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 literary text, "Zoo Trouble." Students answer questions about characters, setting, and plot. They also practice blending phonemes into whole words. | smre_ip_00964 |
| K.12.c | Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. | Students make sound-letter associations for the consonant digraph sh. | smre_ip_00985 |
| | | Students make sound-letter associations for the letters m, s, f, a, and t. | smre_ip_00852 |
| | | Students make sound-letter associations for the consonant digraph ch. | smre_ip_01003 |
| | | Students will identify letter-sound associations by matching letters to pictures. | smre_pp_00325 |
| | | Students read the decodable text, "Our Boat" and identify sound-letter associations for j, w, x, and e. | smre_ip_00955 |
| | | Students learn to read words with the initial consonant digraph sh. | smre_di_00264 |
| | | Students read the decodable text, "Tim and Sam." Students identify sound-letter associations for s, p, c, and i. | smre_ip_00958 |
| | | Students practice distinguishing consonants and vowels by circling the vowels. Students also blend words with phoneme puzzles. | smre_pp_00346 |
| | | Students use pictures to sort words with the initial consonant digraphs sh, ch, and th. | smre_ip_00859 |
| | | 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 will identify letter-sound associations by matching letters to pictures. | smre_pp_00320 |
| | | 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 learn sound-letter associations for the letters m, s, f, a, and t. | smre_di_00225 |
| | | Students learn to distinguish between consonants and vowels. | smre_di_00255 |
| | | Students will look at pictures and circle the letters that stand for the beginning sounds. | smre_pp_00312 |
| | | Students practice making sound-letter associations for the letters b, n, r, and i (short vowel sound). | smre_ip_00862 |
| | | Students learn sound-letter associations for the letters h, l, g, and o (short vowel sound). | smre_di_00235 |
| | | 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 read words with the initial consonant digraph th. | smre_ip_00996 |
| | | Students read and match words and pictures with the same beginning sound ch. | smre_pp_00368 |
| | | Students review words with the same beginning and ending sounds, read positional words, and complete a phoneme puzzle. | smre_pp_00313 |
| | | Students learn sound-letter associations for the letters u, v, z, y, and q. | smre_di_00229 |
| | | Students learn sounds for the letters s, p, c, and i (short vowel sound). | smre_di_00245 |
| | | Students make sound-letter associations for the letters d, k, f, and o (short vowel sound). | smre_ip_00880 |

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| | | Students make sound-letter associations for the letters j, w, x, and e (short vowel sound). | smre_ip_00903 |
| | | Students will identify letter-sound associations by matching letters to pictures. | smre_pp_00330 |
| | | Students learn to read words with the initial consonant digraph th. | smre_di_00269 |
| | | Students color pictures with the beginning sound sh. | smre_pp_00357 |
| | | Students learn sound-letter associations for the letters b, n, r, and i (short vowel sound). | smre_di_00230 |
| | | Students make sound-letter associations for the letters h, l, g, and o (short vowel sound). | smre_ip_00872 |
| | | Students listen to or read the literary text, "Shelly's Fun on the Farm." They answer questions about setting, main idea, and supporting details. Students also read words with the initial consonant digraph sh. | smre_ip_01018 |
| | | 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 s, p, c, and i (short vowel sound). | smre_ip_00909 |
| | | 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 sort consonants and vowels. | smre_ip_00929 |
| | | Students read the decodable text, "Red Fans" and identify sound-letter associations for d, k, f, and o. | smre_ip_00900 |
| | | Students listen to or read the literary text, "Cha-Cha-Cha!" and identify words with the initial consonant digraph ch. | smre_ip_01027 |
| | | Students learn to read words with the initial consonant digraph ch. | smre_di_00273 |
| | | 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 words with the initial and final consonant digraph ch. | smre_ip_01004 |
| | | Students learn sound-letter associations for the letters d, k, f, and o (short vowel sound). | smre_di_00239 |
| | | Students read the decodable text, "The Baby Panda" and identify sound-letter associations for b, n, r, and i. | smre_ip_00891 |
| | | Students practice recognizing the consonant digraph th by coloring pictures with the same beginning sound. | smre_pp_00363 |
| | | Students read the decodable text, "Gil Got One" and identify sound-letter associations for h, l, g, and o. | smre_ip_00896 |
| | | Students learn sound-letter associations for the letters j, w, x, and e (short vowel sound). | smre_di_00242 |
| | | Students practice distinguishing consonants and vowels. | smre_ip_00930 |

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