



SuccessMaker®

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

| Tennessee ELA Standards Code | Tennessee Academic Standards English Language Arts, 2016 Grade K | SuccessMaker Item Description | Item ID |
|------------------------------|--|--|---------------|
| K.FL | Foundational Literacy | | |
| K.FL.PC | Print Concepts | | |
| | Demonstrate understanding of the organization and basic features of print. | | |
| K.FL.PC.1 | Demonstrate understanding of the organization and basic features of print. | | |
| K.FL.PC.1.d | Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text. | 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 |
| | | 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 |

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| K.FL.PA | Phonological Awareness | | |
| | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | | |
| K.FL.PA.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | | |
| K.FL.PA.2.a | Recognize and begin to produce rhyming words. | 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.FL.PA.2.b | Count, pronounce, blend, and segment syllables in spoken words. | 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 use pictures to count syllables in words. | smre_ip_01115 |
| | | Students learn to count syllables in words. | smre_di_00304 |
| | | 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, "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 |
| | | Students count syllables in words and sort them into categories. | smre_ip_01114 |
| | | Students learn to segment words into phonemes. | smre_di_00276 |
| | | Students count syllables and divide syllables into sounds. | smre_ip_00815 |
| K.FL.PA.2.d | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. | Students read a fictional passage "It is Hot!" and decode letters to build words in a phoneme puzzle. | smre_pp_00349 |
| K.FL.PWR | Phonics and Word Recognition | | |
| | Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. | | |
| K.FL.PWR.3 | Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. | | |
| K.FL.PWR.3.a | Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. | Students practice making sound-letter associations. | smre_ip_00876 |
| | | Students make sound-letter associations. | smre_ip_00917 |
| | | Students make sound-letter associations. | smre_ip_00922 |
| | | Students make sound-letter associations, write missing letters in words, and circle the high-frequency words is, you, and that. | smre_pp_00329 |
| | | Students practice making sound-letter associations. | smre_ip_00854 |
| | | Students make sound-letter associations. | smre_ip_00918 |
| | | Students make sound-letter associations. | smre_ip_00907 |
| K.FL.PWR.3.c | Read common high-frequency words by sight. | Students locate the sight words and high-frequency words: the, and, of. | smre_ip_00870 |
| | | Students learn the sight words and high-frequency words and, the, and of. | smre_di_00234 |
| | | 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, "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 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 blend CVCC and CCVC and read high-frequency words. They also match words and pictures with the same vowel sound. | smre_pp_00356 |
| | | 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 |

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| | | Read a poem and circle the sight words and high-frequency words: it, he, was. | smre_pp_00334 |
| | | Students learn about sight words and the high-frequency words is, you, and that. | smre_di_00241 |
| | | 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 locate the sight words and high-frequency words had, by, and but. | smre_ip_00997 |
| | | 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 read a poem and find the sight words and high-frequency words: for, on, are. | smre_pp_00337 |
| | | 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 learn the sight words and high-frequency words I, they, and at. | smre_di_00257 |
| | | Students locate the sight words and high-frequency words: the, and, a, to, in. | smre_ip_00878 |
| | | Students learn about the sight words and high-frequency words a, to, and in. | smre_di_00238 |
| | | Students read high-frequency words in a fiction passage. They answer questions about plot and sequence of events. | smre_pp_00372 |
| | | Students review beginning sounds, answer questions about plot, practice reading high-frequency words, and sort pictures into groups. | smre_pp_00324 |
| | | 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 high-frequency words and draw pictures to match sentences. | smre_pp_00370 |
| | | 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 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 locate sight words and high-frequency words: the, is, you, to, that. | smre_ip_00884 |
| | | Students identify sight words and high-frequency words. | smre_ip_00915 |
| | | Students draw pictures to match words, read high-frequency words, and sequence pictures. | smre_pp_00327 |
| | | Students locate the sight words and high-frequency words as, with, and his. | smre_ip_00923 |
| | | Students read sight words and high-frequency words. | smre_ip_00933 |
| | | Students read and circle high frequency words and, of, and the. | smre_pp_00318 |
| | | Students make sound-letter associations, write missing letters in words, and circle the high-frequency words is, you, and that. | smre_pp_00329 |
| | | Students learn about the sight words and high-frequency words it, he, and was. | smre_di_00246 |
| | | Students locate the sight words and high-frequency words from, or, and one. | smre_ip_00987 |
| | | 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 had, by, and but. | smre_di_00270 |

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| | | Students learn to read the sight words and high-frequency words this, be, and have. | smre_di_00261 |
| | | Students sort the high-frequency words is, you, and that. | smre_ip_00877 |
| | | 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 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 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 review comparing and contrasting and also practice reading high-frequency words. | smre_pp_00367 |
| | | Students read a story that includes high-frequency words. They also answer questions about characters. | smre_pp_00364 |
| | | Students learn to read the sight words and high-frequency words for, are, and on. | smre_di_00248 |
| | | Students read and circle the high-frequency words a, to, and in. | smre_pp_00323 |
| | | Students learn to read the sight words and high-frequency words from, or, and one. | smre_di_00265 |
| | | 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 locate sight words and high-frequency words. | smre_ip_00911 |
| K.FL.PWR.3.d | Decode regularly spelled CVC words. | Students read a fictional passage "It is Hot!" and decode letters to build words in a phoneme puzzle. | smre_pp_00349 |
| K.FL.VA | Vocabulary Acquisition | | |
| | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | | |
| K.FL.VA.7b | With guidance and support from adults, explore word relationships and nuances in word meanings. | | |
| K.FL.VA.7b.i | Sort common objects into categories to gain a sense of the concepts the categories represent. | Students learn to sort pictures into categories. | smre_di_00213 |
| | | Students sort pictures into categories. | smre_ip_00855 |
| | | Students sort pictures into categories. | smre_ip_00856 |
| | | 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_00869 |
| | | 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_00981 |
| | | Students sort pictures into categories. | smre_ip_00811 |
| | | Students sort pictures into categories. | smre_ip_00821 |
| | | Students sort pictures into categories. | smre_ip_01001 |
| K.R | Reading | | |
| K.R.KID | Key Ideas and Details | | |
| K.RL.KID | Literature | | |
| | Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | |
| K.RL.KID.1 | With prompting and support, ask and answer questions about key details in a text. | 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, "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 |

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| | | 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 a fictional passage "Block Party" and answer questions about characters and plot. | smre_pp_00347 |
| | | Students listen to or read the literary text, "Checkup." Students also answer questions about plot. | smre_ip_00894 |
| | | 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 or read a fiction passage "On the Sailboat", and answer questions about the story. | smre_pp_00332 |
| | | Students read high frequency words in a fictional passage "Let's Play Ball" and answers questions about the story. | smre_pp_00342 |
| | | 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 read the folktale "Little Red Hen Makes Soup" and answer questions about the main character. | smre_pp_00299 |
| | | 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 the literary text, "What Carlos Sees" and answer questions about the setting. | smre_pp_00304 |
| | | Students read the literary text, "My Visit to the Doctor" and answer questions about the plot. | smre_pp_00317 |
| | | Students listen to or read the folktale, "Little Red Hen Makes Soup." Students also answer questions about characters. | smre_ip_00846 |
| | | Students listen to the literary text, "Sue and Drew" and learn about plot. | smre_di_00237 |
| | | Students read the literary text, "Carlos Rides the Train" and answer questions about setting. | smre_ip_00850 |
| | | Students read the literary text, "The Missing Chick" and answer questions about the plot. | smre_pp_00322 |
| | | 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, "The Missing Chick." They answer questions about plot and the beginning, middle, and end of the passage. | smre_ip_00898 |
| | | 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 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 |

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| | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | |
| K.RL.KID.2 | With prompting and support, orally retell familiar stories, including key details. | 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 read the fictional passage "Turtle's Party" and answer questions about setting and characters. | smre_pp_00338 |
| | | 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, "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, "Turtle's Party" and retell the story to include characters and setting. | smre_ip_00962 |
| | | Students listen to the fairy tale "Goldilocks and the Three Bears" and learn to retell the story to include characters. | smre_di_00244 |
| | | 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, "Are We There Yet?" and retell the story to include characters, setting, and important events. | smre_ip_00957 |
| | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | |
| K.RL.KID.3 | With prompting and support, orally identify characters, setting, and major events in a story. | 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 the fairy tale "Goldilocks and the Three Bears" and learn to retell the story to include important events. | smre_di_00253 |
| | | Students read the fictional passage "Turtle's Party" and answer questions about setting and characters. | smre_pp_00338 |
| | | 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 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, "Turtle's Party" and retell the story to include characters and setting. | smre_ip_00962 |
| | | 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, "City Parade." Students answer questions about setting and identify positional words. | smre_ip_00956 |
| | | Students read high frequency words in a fictional passage "Let's Play Ball" and answers questions about the story. | smre_pp_00342 |
| | | 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 |

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| | | Students read a rebus story with high-frequency words. Then they answer questions about characters and setting by drawing pictures. | smre_pp_00353 |
| | | Students read the literary text, "What Carlos Sees" and answer questions about the setting. | smre_pp_00304 |
| | | Students listen to or read the folktale, "Little Red Hen Makes Soup." Students also answer questions about characters. | smre_ip_00846 |
| | | 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 the literary text, "Carlos Rides the Train" and answer questions about setting. | smre_ip_00850 |
| | | 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 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 |
| | | 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 |
| K.RI.KID | Informational Text | | |
| | Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | |
| K.RI.KID.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 |
| | | 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 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, "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 |
| | | 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 |

| Tennessee ELA Standards Code | Tennessee Academic Standards English Language Arts, 2016 Grade K | SuccessMaker Item Description | Item ID |
|------------------------------|--|---|---------------|
| | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | |
| K.RI.KID.2 | With prompting and support, orally identify the main topic and retell key details of a text. | 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 |
| | | 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 |
| K.R.IKI | Integration of Knowledge and Ideas | | |
| K.RI.IKI | Informational Text | | |
| | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | | |
| K.RI.IKI.8 | With prompting and support, identify the reasons an author provides 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 |

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