



SuccessMaker®

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

Texas TEKS Standard Number	Texas Literacy K-12 2017, Essential Knowledge and Skills, Grade 1	SuccessMaker Item Description	Item ID
1.2	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.		
1.2.A	demonstrate phonological awareness by:		
1.2.A.i	producing a series of rhyming words;	Students read a story that includes contractions and words with irregular vowel patterns, then answer questions about vowel sounds, contractions, nouns, and rhyming words.	smre_pp_00425
1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words;	Students distinguish between short and long vowel sounds.	smre_ip_01274
		Students sort short and long vowel sounds.	smre_ip_00976
		Students identify short and long vowel sounds.	smre_ip_01222
		Students identify short and long vowel sounds.	smre_ip_01230
1.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	Students read the literary text and underline the words with final consonant blends. Students also match pictures with the words that name them.	smre_pp_00391
		Students learn to read words with initial consonant blends.	smre_di_00284
		Students practice reading words with three-letter initial consonant blends by circling words that match pictures.	smre_pp_00387
		Students read words with final consonant blends.	smre_ip_01064
		Students read words with initial consonant blends.	smre_ip_01048
		Students learn to read words with final consonant blends.	smre_di_00292
		Students identify words with initial consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01049
		Students read words that begin with three-letter consonant blends. Students identify words with consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01059
		Students read words that begin with three-letter consonant blends.	smre_ip_01058
		Students listen to or read the decodable text, "Mom Had a Plan." Students answer literal questions and how questions. They also identify words with initial consonant blends.	smre_ip_01081
		Students learn to read words that begin with three-letter consonant blends.	smre_di_00289
		Students identify words with initial and final consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01041
		Students identify words with initial and final consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01053
		Students identify words with initial consonant blends by circling pictures that match the sentences.	smre_pp_00381
		Students listen to or read the decodable text, "Scram!" Students identify words with three-letter initial consonant blends.	smre_ip_01086

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1.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	Students read the literary text and underline the words with final consonant blends. Students also match pictures with the words that name them.	smre_pp_00391
		Students learn to read words with initial consonant blends.	smre_di_00284
		Students practice reading words with three-letter initial consonant blends by circling words that match pictures.	smre_pp_00387
		Students read words with final consonant blends.	smre_ip_01064
		Students read words with initial consonant blends.	smre_ip_01048
		Students learn to read words with final consonant blends.	smre_di_00292
		Students identify words with initial consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01049
		Students read words that begin with three-letter consonant blends. Students identify words with consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01059
		Students read words that begin with three-letter consonant blends.	smre_ip_01058
		Students listen to or read the decodable text, "Mom Had a Plan." Students answer literal questions and how questions. They also identify words with initial consonant blends.	smre_ip_01081
		Students learn to read words that begin with three-letter consonant blends.	smre_di_00289
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		Students identify words with initial and final consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01053
		Students identify words with initial consonant blends by circling pictures that match the sentences.	smre_pp_00381
		Students listen to or read the decodable text, "Scram!" Students identify words with three-letter initial consonant blends.	smre_ip_01086
1.2.B	demonstrate and apply phonetic knowledge by:		
1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs;	Students read the literary text and underline the words with final consonant blends. Students also match pictures with the words that name them.	smre_pp_00391
		Students learn to read words with initial consonant blends.	smre_di_00284
		Students practice reading words with three-letter initial consonant blends by circling words that match pictures.	smre_pp_00387
		Students read words with final consonant blends.	smre_ip_01064
		Students read words with consonant digraphs, silent e, and r-controlled vowels.	smre_pp_00398
		Students read words with initial consonant blends.	smre_ip_01048
		Students learn to read words with final consonant blends.	smre_di_00292

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		Students identify words with initial consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01049
		Students read words that begin with three-letter consonant blends. Students identify words with consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01059
		Students read words that begin with three-letter consonant blends.	smre_ip_01058
		Students listen to or read the decodable text, "Mom Had a Plan." Students answer literal questions and how questions. They also identify words with initial consonant blends.	smre_ip_01081
		Students learn to read words that begin with three-letter consonant blends.	smre_di_00289
		Students identify words with initial and final consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01041
		Students identify words with initial and final consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01053
		Students identify words with initial consonant blends by circling pictures that match the sentences.	smre_pp_00381
		Students listen to or read the decodable text, "Scram!" Students identify words with three-letter initial consonant blends.	smre_ip_01086
1.2.B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	Students practice reading r-controlled vowels (or, ore) by circling words that match pictures.	smre_pp_00396
		Students practice reading words with r-controlled vowels (ar).	smre_pp_00395
		Students learn to read words that end in -er and -or.	smre_di_02364
		Students listen to or read the literary text, "Piano Practice." Students answer literal questions, draw conclusions, and identify the meaning of words with the endings -er and -est.	smre_ip_01194
		Students identify words with r-controlled vowels (er, ir, ur) by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01101
		Students listen to or read the decodable text, "Day at the Farm." Students also recognize the sounds and spellings of r-controlled vowels (ar).	smre_ip_01133
		Students identify the meaning of words with the endings -er and -est.	smre_ip_01154
		Students identify words with long vowel patterns (VCe) by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01097
		Students build words using base words and the suffixes -er and -or. Students then use the words to complete sentences.	smre_ip_02364
		Students listen to or read the decodable text, "At the Shore." Students recognize the sounds and spellings of r-controlled vowels (or, ore).	smre_ip_01134
		Students complete sentences with words that have r-controlled vowels: er, ir, ur.	smre_ip_01100

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		Students cut and paste words with ir, ur, and er into the correct box marked with an r-controlled vowel.	smre_pp_00397
		Students learn about the meaning of words that end with -er and -est.	smre_di_00311
		Students learn about the r-controlled vowel: ar.	smre_di_00295
		Students identify the sounds and spellings of the r-controlled vowels ar, ir, or, and ur.	smre_ip_01221
		Students identify the sounds and spellings of r-controlled vowels (or, ore) by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01099
		Students listen to or read the decodable text, "Swirls and Twirls." Students draw conclusions and answer literal questions. They also recognize the sounds and spellings of r-controlled vowels (ir, ur).	smre_ip_01135
		Students look at pictures and circle the word that best describes the picture. Choices include words with the endings -er and -est.	smre_pp_00415
		Students learn about the r-controlled vowels: er, ir, ur.	smre_di_00297
		Students listen to or read the decodable text, "Teacher, Actor, or Sailor." Students also identify words that end in -er and -or.	smre_itr_02364
		Students learn about the r-controlled vowel: or, ore.	smre_di_00296
		Students practice reading and writing words that end in -er and -or.	smre_pp_02364
1.2.B.iv	using knowledge of base words to decode common compound words and contractions;	Students identify the two words that make up a contraction (am, not, will).	smre_ip_01155
		Students listen to or read the decodable text, "Baseball Time." Students then identify base words to determine the meaning of compound words and to draw conclusions.	smre_ip_01253
		Students learn about compound words and how to determine the meaning of compound words by identifying base words.	smre_di_00329
1.2.B.v	decoding words with inflectional endings, including -ed, -s, and -es; and	Students practice reading words with inflectional endings. The word choices include those without spelling changes, and those that drop the e before adding the ending.	smre_ip_01243
		Students listen to or read the decodable text, "Luke Meets Pete." Students read words with inflectional endings, including words that change the y to i.	smre_ip_01138
		Students decode words with long vowels that also end in -ing. Students sequence events using the words first, next, and last.	smre_pp_00403
		Students will practice reading and writing words with inflectional endings. Word choices include words that drop the letter e before adding the ending.	smre_pp_00453
		Students learn about the meaning of words that end with -er and -est.	smre_di_00311
		Students learn to read and understand words with inflectional endings, including those that drop the e before adding the ending.	smre_di_00342
		Students listen to or read the decodable text, "The Last Day of School." Students answer literal questions and draw conclusions. They also identify words with inflectional endings, including those that drop the e before adding the ending.	smre_ip_01266

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		Students practice reading words with inflectional endings, including words that change the y to i before the ending.	smre_ip_01107
		Students learn to read and understand words with inflectional endings. They also learn when to change y to i before adding an ending.	smre_di_00300
		Students complete sentences using words with inflectional endings, including words that change y to i before the ending.	smre_ip_01106
		Student build words with inflectional endings and use the words to complete sentences. Word choices include those without spelling changes, and those that drop the e before adding the ending.	smre_ip_01242
		Students practice reading and writing words with inflectional endings that change y to i before the ending is added.	smre_pp_00401
1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list;	Students locate sight words and high-frequency words.	smre_ip_01188
		Students locate sight words and high-frequency words: on, or, had, not, have, but, one, by, all, was, and, what.	smre_ip_01066
		Students locate content words and high-frequency words.	smre_ip_01247
		Students locate sight words and high-frequency words.	smre_ip_01068
		Students locate content words or high-frequency words.	smre_ip_01246
		Students read sight words and high-frequency words.	smre_ip_01273
		Students locate content words and high-frequency words.	smre_ip_01234
		Students locate content words and high-frequency words.	smre_ip_01240
		Students read sight words and high-frequency words: off, play, away, with, go, every, never, saw, down, over, don't, got, after, around, again.	smre_ip_01244
		Students locate sight words and high-frequency words.	smre_ip_01067
		Students read the literary text that includes high-frequency words and answer questions about the main character.	smre_pp_00392
		Students complete sentences with sight words and high-frequency words.	smre_ip_01236
		Students recognize sight words and high-frequency words.	smre_ip_01126
		Students locate sight words and high-frequency words: these, so, some, her, would, make, going, like, about, when, would, going, some, many, these.	smre_ip_01124
		Students complete sentences with sight words and high-frequency words.	smre_ip_01232
		Students locate sight words and high-frequency words: about, said, many, this, your, when, then, that, what, them, will, use, do, out, up.	smre_ip_01069
		Students locate sight words and high-frequency words.	smre_ip_01183
		Students learn about contractions that come from the words am, not, and will.	smre_di_00312
		Students locate and understand sight words and high-frequency words: think, me, take, made, get, now, call, no, write, him, make, these.	smre_ip_01173

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		Students identify sight words and high-frequency words.	smre_ip_01218
		Students read the literary text, "Dan and His Pets," sequence events, compare and contrast, and identify adjectives and high-frequency words.	smre_pp_00435
		Students identify sight words and high-frequency words.	smre_ip_01245
		Students read the literary text, "Jim's Run," that contains high-frequency words. Students then draw pictures that match each page in the story.	smre_pp_00434
		Students locate content words or high-frequency words.	smre_ip_01228
		Students locate sight words and high-frequency words: before, right, too, after, old, any, came, know, want, around, think, take.	smre_ip_01187
		Students locate sight words and high-frequency words.	smre_ip_01127
		Students locate sight words and high-frequency words.	smre_ip_01125
		Students locate sight words and high-frequency words.	smre_ip_01185
1.2.C	demonstrate and apply spelling knowledge by:		
1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;	Students practice reading and writing words with the irregular vowel sounds ow and ou.	smre_pp_02363
		Students complete sentences using words with the irregular vowel sound oo, as in book.	smre_ip_00875
		Students identify words with vowel diphthongs (ou, ow) by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01166
		Students practice reading r-controlled vowels (or, ore) by circling words that match pictures.	smre_pp_00396
		Students practice reading words with r-controlled vowels (ar).	smre_pp_00395
		Students sort words with r-controlled vowels (ar).	smre_ip_01096
		Students listen to or read the literary text, "Piano Practice." Students answer literal questions, draw conclusions, and identify the meaning of words with the endings -er and -est.	smre_ip_01194
		Students identify words with r-controlled vowels (er, ir, ur) by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01101
		Students look at pictures and their names. Students then circle words with the same vowel sound as heard in the word school.	smre_pp_00421
		Students listen to or read the decodable text, "Day at the Farm." Students also recognize the sounds and spellings of r-controlled vowels (ar).	smre_ip_01133
		Students listen to or read the decodable text, "On the Ground." Students answer questions that ask why and identify words with vowel diphthongs (ou, ow).	smre_ip_01200
		Students practice reading words with irregular vowel diphthongs (oo, as in book).	smre_pp_00321
		Students read words with irregular vowels sounds and write ow or ou to complete the words. (ow/ou as in cow/house)	smre_pp_00422
		Students learn to read words with the irregular vowel sound oo, as in book.	smre_di_00236

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		Students identify pictures with the irregular vowel sounds ow and ou.	smre_ip_02363
		Students identify the meaning of words with the endings -er and -est.	smre_ip_01154
		Students complete sentences using grade-level words with the endings -er and -est.	smre_ip_01153
		Students learn about the vowel sounds of ou and ow.	smre_di_02363
		Students identify words with long vowel patterns (VCe) by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01097
		Students listen to or read the decodable text, "At the Shore." Students recognize the sounds and spellings of r-controlled vowels (or, ore).	smre_ip_01134
		Students complete sentences with words that have r-controlled vowels: er, ir, ur.	smre_ip_01100
		Students cut and paste words with ir, ur, and er into the correct box marked with an r-controlled vowel.	smre_pp_00397
		Students read words with consonant digraphs, silent e, and r-controlled vowels.	smre_pp_00398
		Students label a picture with the correct word. Correct answers focus on words with irregular vowels ou and ow that make the sound found in house and clown.	smre_ip_01165
		Students listen to or read the decodable text, "The Rooks' Farm," and identify words with irregular vowel diphthongs (oo, as in book).	smre_ip_00897
		Students read words with the irregular vowel diphthong oo.	smre_ip_01237
		Students learn about the r-controlled vowel: ar.	smre_di_00295
		Students listen to or read the decodable text, "Amy's Tooth." Students answer literal questions and identify words with irregular vowel diphthongs (oo, as in tooth).	smre_ip_01199
		Students identify the sounds and spellings of the r-controlled vowels ar, ir, or, and ur.	smre_ip_01221
		Students listen to or read the decodable text, "Puppy Roundup," and identify words with ou and ow.	smre_itr_02363
		Students identify the sounds and spellings of r-controlled vowels (or, ore) by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01099
		Students listen to or read the decodable text, "Swirls and Twirls." Students draw conclusions and answer literal questions. They also recognize the sounds and spellings of r-controlled vowels (ir, ur).	smre_ip_01135
		Students look at pictures and circle the word that best describes the picture. Choices include words with the endings -er and -est.	smre_pp_00415
		Students learn to read words with the vowel diphthongs ou and ow, as heard in the words house and clown.	smre_di_00317
		Students learn about the r-controlled vowels: er, ir, ur.	smre_di_00297
		Students identify words with the irregular vowel sound oo, as in boom, by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01164
		Students learn to read words with the irregular vowel diphthong oo, as in boom.	smre_di_00316
		Students learn about the r-controlled vowel: or, ore.	smre_di_00296

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1.2.C.ii	spelling words with initial and final consonant blends, digraphs, and trigraphs;	Students read words with final consonant blends. Students identify words with consonant blends by matching picture to word and then picture to sentence. Then students read the sentences as connected text.	smre_ip_01065
1.2.C.iv	spelling high-frequency words from a research-based list;	Students locate sight words and high-frequency words.	smre_ip_01127
1.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- vocabulary. The student uses newly acquired vocabulary expressively.		
1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations.	Students identify the positional words near, through, against, behind, beneath, beside, between, below, around, and across.	smre_ip_01160
		Students identify the positional words near, through, against, behind, beneath, beside, between, below, around, and across.	smre_ip_01159
		Students learn about the positional words near, through, against, behind, beneath, beside, between, below, around, and across.	smre_di_00314
		Students read sentences and circle the positional words that best complete the sentences. Positional words include behind, below, near, across, beneath, between, below, and beside.	smre_pp_00418
		Students listen to or read the literary text, "Where, Oh Where, Is My Elephant?" and then answer literal questions about the beginning, middle, and end of the passage. Students also identify positional words.	smre_ip_01197
1.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Students read the literary text and answer literal questions.	smre_pp_00413
		Students are prompted to listen to or read one of two decodable texts: "On the Ground" or "The Wrong Way." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_01148
		Students read the literary text and answer questions about the characters. Students also write missing letters from words.	smre_pp_00393
		Students read with expression.	smre_di_00309
		Students are prompted to read one of two decodable texts: "Kate Wins the Game" or "Where Is Dave?" Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_01210
		Students are prompted to fluently read one of two decodable texts: "Just Go Slow" or "Duck Yells, 'Duck!'" Readings are recorded and students are prompted to save the best recording for teacher assessment.	smre_ip_01093
		Students are prompted to listen to or read one of two decodable texts: "Feeling Grumpy" or "Amy's Tooth." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_01150
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_01191
		Students read the literary text "Lany at the Lake" and answer questions about the story.	smre_pp_00412

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		Students read "Pam Looks for Ben" and draw pictures to match the words in the story.	smre_pp_00454
		Students are prompted to listen one of two informational texts: "Zookeeper, What's for Breakfast?" and "Packing for the Arctic." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_01213
		Students are prompted to listen to or read the informational text, "A Pocketful of Presidents," and the literary text, "My Friend Leo." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_01212
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_01131
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_01189
		Students read the literary texts, "Ned Wants to Work" and "Tim Wants to Sleep," then compare and contrast ideas using a Venn diagram.	smre_pp_00455
		Students are prompted to fluently read one of two decodable texts: "Dear Miss Glenn" or "We Go Fishing." Readings are recorded and students are prompted to save their best recording for teacher assessment.	smre_ip_01090
		Students are prompted to read one of two decodable texts: "Zing in a Tank" or "Baseball Time." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_01033
		Students read the literary text and draw pictures to show the correct sequence of event. Students also cut and paste words with the correct word family ending.	smre_pp_00388
		Students read one of two decodable texts: "Where Is My Badge?" and "On the Trail." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_01091
		Students are prompted to fluently read one of two decodable texts: "At the Shore" or "Day at the Farm." Readings are recorded and students are prompted to save the best recording for teacher assessment.	smre_ip_01032
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_01073
		Students are prompted to listen to or read one of two informational texts: "Where Does Bread Come From?" or "If You Were an Orange." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_01147
		Students learn how to use phrasing to read with expression. Students also practice reading with the narrator.	smre_di_00327
		Students are prompted to read one of two decodable texts: "Mom Had a Plan" or "A Big Pest!" Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_01031
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_01250

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		Students are prompted to read one of two decodable texts: "The Noise" and "Hawks, Claws, and a Straw." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_01149
		Students are prompted to listen to or read one of two decodable texts: "The Case of the Missing Pie" or "The New Blue Coat." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_01030
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_01190
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_01192
		Students are prompted to fluently read one of two decodable texts: "Catch the Bus" or "A Note for Rose." Readings are recorded and students are prompted to save their best recording for teacher assessment.	smre_ip_01211
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_01249
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_01248
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_01128
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_01071
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_01072
		Students read with phrasing.	smre_ip_01251
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_01070
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_01129
		Students are prompted to listen to or read one of two literary texts: "The Greatest Sandwich in the World" or "My Way to a Great Smile." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_01092
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_01130

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