



SuccessMaker[®]

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

| Wisconsin Standards Code | Wisconsin Common Core Essential Elements for English Language Arts, Kindergarten | SuccessMaker Item Description | Item ID |
|--|--|---|---------------|
| Kindergarten English Language Arts Standards: Reading (Literature) | | | |
| Common Core Essential Element | | | |
| Key Ideas and Details | | | |
| EE.RL.K.1 | With guidance and support, identify details in familiar stories. | 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 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 |

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| | | 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 |

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| | | 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 the literary text, "Green Bug" and learn about setting. | smre_di_00222 |
| | | 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 |
| EE.RL.K.3 | With guidance and support, identify characters and settings in a familiar 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 |

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| | | Students listen to or read the literary text, "Mike's Mystery House." Students retell the story to include characters, setting, and important events. They also compare and contrast characters. | smre_ip_00966 |
| | | Students 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 |

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| | | 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 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 |

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| | | 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 the literary text, "Green Bug" and learn about setting. | smre_di_00222 |
| | | 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 |
| Kindergarten English Language Arts Standards: Reading (Informational Text) | | | |
| DLM Essential Elements | | | |
| Key Ideas and Details | | | |
| EE.RI.K.1 | With guidance and support, identify a detail in a familiar text. | Students listen to or read the informational text, "Mother and Father Robin Build a Nest." They identify main idea and supporting details and answer questions about characters and plot. Students also identify the correct sequence of events. | smre_ip_01014 |

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| | | Students listen to or read the informational text, "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 |
| Integration of Knowledge and Ideas | | | |
| EE.RI.K.8 | With guidance and support, identify points the author makes in an informational 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 |
| Kindergarten English Language Arts Standards: Reading (Foundational Skills) | | | |
| DLM Essential Elements | | | |
| Phonological Awareness | | | |

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|--------------------------|---|--|---------------|
| EE.RF.K.2 | Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes). | | |
| EE.RF.K.2a. | With guidance and support, recognize 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 |
| EE.RF.K.2b. | With guidance and support, recognize the number of words in a spoken message. | 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 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 label a picture with the correct word. Correct answers focus on words with initial and final consonant blends. | smre_ip_00989 |

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| | | 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 syllables to create three-syllable words. | smre_ip_00812 |
| | | 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 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 |
| Phonics and Word Recognition | | | |
| EE.RF.K.3 | Demonstrate emerging awareness of print. | | |
| EE.RF.K.3a. | With guidance and support, recognize first letter of own name in print. | Students make sound-letter associations for the letters m, s, f, a, and t. | smre_ip_00852 |
| | | 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 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 |

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| | | 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 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 |
| | | 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 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 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 |

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| | | 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 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 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 |
| Kindergarten English Language Arts Standards: Language | | | |
| DLM Essential Elements | | | |
| Conventions of Standard English. | | | |
| EE.L.K.1 | Demonstrate emerging understanding of letter and word use. | | |
| EE.L.K.1a. | With guidance and support, distinguish between letters and other symbols or shapes. | 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 |

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| | | 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 |

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| | | 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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| Vocabulary Acquisition and Use | | | |
| EE.L.K.5 | Demonstrate emerging understanding of word relationships. | | |
| EE.L.K.5a. | With guidance and support, sort common objects into familiar categories. | 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 |

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