



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSB.g	Listen to fluent reading as a model for appropriate prosody, phrasing, intonation.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.14	Word Recognition, Fluency, and Vocabulary Development	Concepts About Print	Watch and listen to a story to completion or for ten or more minutes.
SAALLSB.g	Listen to fluent reading as a model for appropriate prosody, phrasing, intonation.	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.3	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	Watch and listen to a story to completion or for ten minutes or more.
SAALLSB.g	Listen to fluent reading as a model for appropriate prosody, phrasing, intonation.	Foundations to the Indiana Academic Standards	PK	F.7	Listening and Speaking Skills, Strategies, and Applications	F.7.2	Listening and Speaking Skills, Strategies, and Applications	Comprehension	Watch and listen to a story to completion for ten minutes or more.
SAALLSB.g	Listen to fluent reading as a model for appropriate prosody, phrasing, intonation.	Foundations to the Indiana Academic Standards	PK	F.7	Listening and Speaking Skills, Strategies, and Applications	F.7.3	Listening and Speaking Skills, Strategies, and Applications	Comprehension	Stay with an adult-directed activity or story for 10-15 minutes.
SAALLSQ.f	Match oral words to printed words.	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.4	Literary Response and Analysis	Appropriate Books	Follow reader's finger as a story is read.
SAALLSQ.t	Listen to fluent reading as a model for appropriate prosody, phrasing, intonation.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.14	Word Recognition, Fluency, and Vocabulary Development	Concepts About Print	Watch and listen to a story to completion or for ten or more minutes.
SAALLSQ.t	Listen to fluent reading as a model for appropriate prosody, phrasing, intonation.	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.4	Literary Response and Analysis	Appropriate Books	Watch and listen to a story to completion or for ten minutes or more.
SAALLSQ.t	Listen to fluent reading as a model for appropriate prosody, phrasing, intonation.	Foundations to the Indiana Academic Standards	PK	F.7	Listening and Speaking Skills, Strategies, and Applications	F.7.2	Listening and Speaking Skills, Strategies, and Applications	Comprehension	Watch and listen to a story to completion for ten minutes or more.
SAALLSQ.t	Listen to fluent reading as a model for appropriate prosody, phrasing, intonation.	Foundations to the Indiana Academic Standards	PK	F.7	Listening and Speaking Skills, Strategies, and Applications	F.7.2	Listening and Speaking Skills, Strategies, and Applications	Comprehension	Stay with an adult-directed activity or story for 10-15 minutes.
SA01.01	Identify upper case letter names.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.12	Word Recognition, Fluency, and Vocabulary Development	Concepts About Print	Recognize and name all capital and lowercase letters of the alphabet.
SA01.01	Identify upper case letter names.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.13	Word Recognition, Fluency, and Vocabulary Development	Concepts About Print	Name 13 uppercase letters.
SA01.01	Identify upper case letter names.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.16	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Point to and name six letters. Identify first letter of own name.
SA01.01	Identify upper case letter names.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.33	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Match upper to lower case letters.
SA01.01	Identify upper case letter names.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.34	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Put letter shapes or tiles in alphabetical order.
SA01.01	Identify upper case letter names.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development	K.1.6	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Recognize and name capital and lowercase letters of the alphabet.
SA01.01.a	Write upper case letters.	Academic Standards	K		Writing	K.6.1	Writing	Students begin to learn the written conventions of Standard English.	Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.
SA01.01.a	Write upper case letters.	Core Standards	K	6	English Language Conventions		English Language Conventions	Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters. Spell independently using the sounds of letters of the alphabet.	
SA02.02	Identify lower case letter names.	Academic Standards	K		Reading	K.1.6	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Recognize and name all capital and lowercase letters of the alphabet.
SA02.02	Identify lower case letter names.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.12	Word Recognition, Fluency, and Vocabulary Development	Concepts About Print	Name 13 uppercase letters.
SA02.02	Identify lower case letter names.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.13	Word Recognition, Fluency, and Vocabulary Development	Concepts About Print	Point to and name six letters.

SmartyAnts™ Reading World - Sample Alignment to Indiana State Standards  
SmartyAnts™ Reading World is fully aligned to Common Core Standards, too!



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA02.02	Identify lower case letter names.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.16	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Identify first letter of own name.
SA02.02	Identify lower case letter names.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.33	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Match upper to lower case letters.
SA02.02	Identify lower case letter names.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.34	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Put letter shapes or tiles in alphabetical order.
SA02.02	Identify lower case letter names.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.
SA02.02.a	Write lowercase letters.	Academic Standards	K		Writing	K.6.1	Writing	Students begin to learn the written conventions of Standard English.	
SA02.02.a	Write lowercase letters.	Core Standards	K	6	English Language Conventions		English Language Conventions	Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters. Spell independently using the sounds of letters of the alphabet.	
SA03.03.a	Form three letter consonant-vowel-consonant words with short a and consonants c,f,m,n,p,r, and t.	Academic Standards	K		Reading	K.1.9	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
SA03.03.a	Form three letter consonant-vowel-consonant words with short a and consonants c,f,m,n,p,r, and t.	Academic Standards	1		Reading	1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.03.a	Form three letter consonant-vowel-consonant words with short a and consonants c,f,m,n,p,r, and t.	Academic Standards	1		Reading	1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.03.a	Form three letter consonant-vowel-consonant words with short a and consonants c,f,m,n,p,r, and t.	Academic Standards	1		Reading	1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.03.a	Form three letter consonant-vowel-consonant words with short a and consonants c,f,m,n,p,r, and t.	Academic Standards	2	Reading				Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by: Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA03.03.a	Form three letter consonant-vowel-consonant words with short a and consonants c,f,m,n,p,r, and t.	Academic Standards	2	Writing				Students write using Standard English conventions appropriate to this grade level.	Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA03.03.a	Form three letter consonant-vowel-consonant words with short a and consonants c,f,m,n,p,r, and t.	Academic Standards	2	Writing				Students write using Standard English conventions appropriate to this grade level.	Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA03.04.b	Recognize sight words no, on, or, and the.	Academic Standards	K	Reading		K.1.15	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Read one-syllable and high-frequency (often-heard) words by sight.
SA03.04.b	Recognize sight words no, on, or, and the.	Academic Standards	1	Reading		1.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common sight words (words that are often seen and heard).
SA03.04.b	Recognize sight words no, on, or, and the.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.05	Review short i sound and consonant sounds /d/, /g/, /m/, /n/, /p/, /r/ and /t/.	Academic Standards	K	Reading		K.1.14	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
SA03.05	Review short i sound and consonant sounds /d/, /g/, /m/, /n/, /p/, /r/ and /t/.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.05	Review short i sound and consonant sounds /d/, /g/, /m/, /n/, /p/, /r/ and /t/.	Academic Standards Foundations to the Indiana Academic Standards	2		Reading Word Recognition, Fluency, and Vocabulary Development		Reading Word Recognition, Fluency, and Vocabulary Development	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by: Generate sounds from letters.
SA03.05	Review short i sound and consonant sounds /d/, /g/, /m/, /n/, /p/, /r/ and /t/.	Academic Standards	PK	F.1	Reading Word Recognition, Fluency, and Vocabulary Development	F.1.17	Reading Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	
SA03.05	Review short i sound and consonant sounds /d/, /g/, /m/, /n/, /p/, /r/ and /t/.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA03.05	Review short i sound and consonant sounds /d/, /g/, /m/, /n/, /p/, /r/ and /t/.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.05.a	Recognize sight words and and can.	Academic Standards	K		Reading	K.1.15	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Read one-syllable and high-frequency (often-heard) words by sight.
SA03.05.a	Recognize sight words and and can.	Academic Standards	1		Reading	1.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common sight words (words that are often seen and heard).
SA03.05.a	Recognize sight words and and can.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.06	Recognize the sight word a.	Academic Standards	K		Reading	K.1.15	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Read one-syllable and high-frequency (often-heard) words by sight.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.06	Recognize the sight word a.	Academic Standards	1		Reading	1.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common sight words (words that are often seen and heard).
SA03.06	Recognize the sight word a.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.08.a	Identify words with ff at the end.	Academic Standards	K		Reading	K.1.8	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.
SA03.08.a	Identify words with ff at the end.	Academic Standards	K		Reading	K.1.11	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to one-syllable words and tell the beginning or ending sounds.
SA03.08.a	Identify words with ff at the end.	Academic Standards	1		Reading	1.1.4	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
SA03.08.a	Identify words with ff at the end.	Academic Standards	1		Reading	1.1.8	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Add, delete, or change sounds to change words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.08.a	Identify words with ff at the end.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.09	Review the short o letter sound and consonant sounds //v and /s/.	Academic Standards	K	Reading		K.1.14	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
SA03.09	Review the short o letter sound and consonant sounds //v and /s/.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.09	Review the short o letter sound and consonant sounds //v and /s/.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.09	Review the short o letter sound and consonant sounds //v and /s/.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SA03.09	Review the short o letter sound and consonant sounds //v and /s/.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA03.09	Review the short o letter sound and consonant sounds //v and /s/.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.09.a	Add s at the end of action words.	Academic Standards	K	Reading		K.1.8	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.
SA03.09.a	Add s at the end of action words.	Academic Standards	1	Reading		1.1.8	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Add, delete, or change sounds to change words.
SA03.10.a	Build consonant-vowel-consonant words with short o.	Academic Standards	K	Reading		K.1.9	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
SA03.10.a	Build consonant-vowel-consonant words with short o.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA03.10.a	Build consonant-vowel-consonant words with short o.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA03.10.a	Build consonant-vowel-consonant words with short o.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA03.11.a	Build consonant-vowel-consonant words with short o and short i.	Academic Standards	K	Reading		K.1.9	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
SA03.11.a	Build consonant-vowel-consonant words with short o and short i.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA03.11.a	Build consonant-vowel-consonant words with short o and short i.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA03.11.a	Build consonant-vowel-consonant words with short o and short i.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.11.b	Read the long i sound spelled with y.	Academic Standards	K	Reading		K.1.14	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
SA03.11.b	Read the long i sound spelled with y.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.11.b	Read the long i sound spelled with y.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.11.b	Read the long i sound spelled with y.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by: Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA03.11.b	Read the long i sound spelled with y.	Academic Standards Foundations to the Indiana Academic Standards	2	Writing	Writing Word Recognition, Fluency, and Vocabulary Development		Writing Word Recognition, Fluency, and Vocabulary Development	Students write using Standard English conventions appropriate to this grade level.	Generate sounds from letters.
SA03.11.b	Read the long i sound spelled with y.	Academic Standards	PK	F.1	Writing Word Recognition, Fluency, and Vocabulary Development	F.1.17	Writing Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	
SA03.11.b	Read the long i sound spelled with y.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA03.11.b	Read the long i sound spelled with y.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.12.a	Build consonant-vowel-consonant words with short a, short i, and short o.	Academic Standards	K	Reading		K.1.9	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
SA03.12.a	Build consonant-vowel-consonant words with short a, short i, and short o.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA03.12.a	Build consonant-vowel-consonant words with short a, short i, and short o.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA03.12.a	Build consonant-vowel-consonant words with short a, short i, and short o.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA03.12.b	Double final s in one-syllable words with one vowel.	Academic Standards	K	Reading		K.1.8	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.
SA03.12.b	Double final s in one-syllable words with one vowel.	Academic Standards	K	Reading		K.1.11	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to one-syllable words and tell the beginning or ending sounds.
SA03.12.b	Double final s in one-syllable words with one vowel.	Academic Standards	1	Reading		1.1.4	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
SA03.12.b	Double final s in one-syllable words with one vowel.	Academic Standards	1	Reading		1.1.8	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Add, delete, or change sounds to change words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.12.b	Double final s in one-syllable words with one vowel.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.12.c	Recognize the sight word are.	Academic Standards	K	Reading		K.1.15	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Read one-syllable and high-frequency (often-heard) words by sight.
SA03.12.c	Recognize the sight word are.	Academic Standards	1	Reading		1.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common sight words (words that are often seen and heard).
SA03.12.c	Recognize the sight word are.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.13.a	Build consonant-vowel-consonant words with short e.	Academic Standards	K	Reading		K.1.9	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
SA03.13.a	Build consonant-vowel-consonant words with short e.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.13.a	Build consonant-vowel-consonant words with short e.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.13.a	Build consonant-vowel-consonant words with short e.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA03.13.a	Build consonant-vowel-consonant words with short e.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by: Generate and blend the sounds of letter patterns into recognizable words.
SA03.13.a	Build consonant-vowel-consonant words with short e.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA03.13.a	Build consonant-vowel-consonant words with short e.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA03.13.b	Review the consonant sounds /j/ and /y/.	Academic Standards	K	Reading		K.1.14	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
SA03.13.b	Review the consonant sounds /j/ and /y/.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SA03.13.b	Review the consonant sounds /j/ and /y/.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA03.13.b	Review the consonant sounds /j/ and /y/.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.13.c	Explore short words ending in the long e and long o sounds.	Academic Standards	K	Reading		K.1.14	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.13.c	Explore short words ending in the long e and long o sounds.	Academic Standards	1		Reading	1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.13.c	Explore short words ending in the long e and long o sounds.	Academic Standards	2		Reading		Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.13.c	Explore short words ending in the long e and long o sounds.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SA03.13.c	Explore short words ending in the long e and long o sounds.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA03.13.c	Explore short words ending in the long e and long o sounds.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.13.d	Double final l in one-syllable words with one vowel.	Academic Standards	K		Reading	K.1.8	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.
SA03.13.d	Double final l in one-syllable words with one vowel.	Academic Standards	K		Reading	K.1.11	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to one-syllable words and tell the beginning or ending sounds.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.13.d	Double final l in one-syllable words with one vowel.	Academic Standards	1	Reading		1.1.4	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
SA03.13.d	Double final l in one-syllable words with one vowel.	Academic Standards	1	Reading		1.1.8	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Add, delete, or change sounds to change words.
SA03.13.d	Double final l in one-syllable words with one vowel.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.13.e	Recognize the sight words egg and let's.	Academic Standards	K	Reading		K.1.15	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Read one-syllable and high-frequency (often-heard) words by sight.
SA03.13.e	Recognize the sight words egg and let's.	Academic Standards	1	Reading		1.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common sight words (words that are often seen and heard).
SA03.13.e	Recognize the sight words egg and let's.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.14.a	Build consonant-vowel-consonant words with short e.	Academic Standards	K	Reading		K.1.9	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.14.a	Build consonant-vowel-consonant words with short e.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA03.14.a	Build consonant-vowel-consonant words with short e.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA03.14.a	Build consonant-vowel-consonant words with short e.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA03.15.a	Build consonant-vowel-consonant words with short a, short I, and short o vowel sounds.	Academic Standards	K	Reading		K.1.9	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
SA03.15.a	Build consonant-vowel-consonant words with short a, short I, and short o vowel sounds.	Academic Standards	K	Reading		K.1.11	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to one-syllable words and tell the beginning or ending sounds.
SA03.15.a	Build consonant-vowel-consonant words with short a, short I, and short o vowel sounds.	Academic Standards	1	Reading		1.1.4	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
SA03.15.a	Build consonant-vowel-consonant words with short a, short I, and short o vowel sounds.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.15.a	Build consonant-vowel-consonant words with short a, short I, and short o vowel sounds.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.15.a	Build consonant-vowel-consonant words with short a, short l, and short o vowel sounds.	Academic Standards	1	Reading		1.1.8	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Add, delete, or change sounds to change words.
SA03.15.a	Build consonant-vowel-consonant words with short a, short l, and short o vowel sounds.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA03.15.a	Build consonant-vowel-consonant words with short a, short l, and short o vowel sounds.	Academic Standards	1	Reading		1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SA03.15.a	Build consonant-vowel-consonant words with short a, short l, and short o vowel sounds.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.15.a	Build consonant-vowel-consonant words with short a, short l, and short o vowel sounds.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.15.a	Build consonant-vowel-consonant words with short a, short l, and short o vowel sounds.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA03.15.a	Build consonant-vowel-consonant words with short a, short l, and short o vowel sounds.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.15.b	Review the consonant sounds k,x	Academic Standards Foundations to the Indiana Academic Standards	K		Reading Word Recognition, Fluency, and Vocabulary Development	K.1.14	Reading Word Recognition, Fluency, and Vocabulary Development	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
SA03.15.b	Review the consonant sounds k,x	Academic Standards	PK	F.1		F.1.17		Phonological Awareness	Generate sounds from letters.
SA03.15.b	Review the consonant sounds k,x	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA03.15.b	Review the consonant sounds k,x	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.16	Review the short a, short I, short o, and short e vowel sounds.	Academic Standards	K		Reading	K.1.14	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
SA03.16	Review the short a, short I, short o, and short e vowel sounds.	Academic Standards	1		Reading	1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.16	Review the short a, short I, short o, and short e vowel sounds.	Academic Standards	1		Reading	1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.16	Review the short a, short I, short o, and short e vowel sounds.	Academic Standards Foundations to the Indiana Academic Standards	2		Reading Word Recognition, Fluency, and Vocabulary Development		Reading Word Recognition, Fluency, and Vocabulary Development	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.16	Review the short a, short I, short o, and short e vowel sounds.	Academic Standards	PK	F.1		F.1.17		Phonological Awareness	Generate sounds from letters.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.16	Review the short a, short l, short o, and short e vowel sounds.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA03.16	Review the short a, short l, short o, and short e vowel sounds.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.16.a	Build consonant-vowel-consonant words with the short a, short l, short o, and short e vowel sounds.	Academic Standards	K		Reading	K.1.9	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
SA03.16.a	Build consonant-vowel-consonant words with the short a, short l, short o, and short e vowel sounds.	Academic Standards	K		Reading	K.1.11	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to one-syllable words and tell the beginning or ending sounds.
SA03.16.a	Build consonant-vowel-consonant words with the short a, short l, short o, and short e vowel sounds.	Academic Standards	1		Reading	1.1.4	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
SA03.16.a	Build consonant-vowel-consonant words with the short a, short l, short o, and short e vowel sounds.	Academic Standards	1		Reading	1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.16.a	Build consonant-vowel-consonant words with the short a, short l, short o, and short e vowel sounds.	Academic Standards	1		Reading	1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.16.a	Build consonant-vowel-consonant words with the short a, short l, short o, and short e vowel sounds.	Academic Standards	1	Reading		1.1.8	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Add, delete, or change sounds to change words.
SA03.16.a	Build consonant-vowel-consonant words with the short a, short l, short o, and short e vowel sounds.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA03.16.a	Build consonant-vowel-consonant words with the short a, short l, short o, and short e vowel sounds.	Academic Standards	1	Reading		1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SA03.16.a	Build consonant-vowel-consonant words with the short a, short l, short o, and short e vowel sounds.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.16.a	Build consonant-vowel-consonant words with the short a, short l, short o, and short e vowel sounds.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.16.a	Build consonant-vowel-consonant words with the short a, short l, short o, and short e vowel sounds.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA03.16.a	Build consonant-vowel-consonant words with the short a, short l, short o, and short e vowel sounds.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.17	Review the short u vowel sound.	Academic Standards	K	Reading		K.1.14	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
SA03.17	Review the short u vowel sound.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.17	Review the short u vowel sound.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.17	Review the short u vowel sound.	Academic Standards Foundations to the Indiana Academic Standards	2	Reading	Word Recognition, Fluency, and Vocabulary Development		Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.17	Review the short u vowel sound.	Academic Standards	PK	F.1	Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SA03.17	Review the short u vowel sound.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA03.17	Review the short u vowel sound.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.17.a	Build consonant-vowel-consonant words with the short u vowel sound.	Academic Standards	K	Reading		K.1.9	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.17.a	Build consonant-vowel-consonant words with the short u vowel sound.	Academic Standards	K	Reading		K.1.11	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to one-syllable words and tell the beginning or ending sounds.
SA03.17.a	Build consonant-vowel-consonant words with the short u vowel sound.	Academic Standards	1	Reading		1.1.4	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
SA03.17.a	Build consonant-vowel-consonant words with the short u vowel sound.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.17.a	Build consonant-vowel-consonant words with the short u vowel sound.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.17.a	Build consonant-vowel-consonant words with the short u vowel sound.	Academic Standards	1	Reading		1.1.8	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Add, delete, or change sounds to change words.
SA03.17.a	Build consonant-vowel-consonant words with the short u vowel sound.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.17.a	Build consonant-vowel-consonant words with the short u vowel sound.	Academic Standards	1	Reading		1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SA03.17.a	Build consonant-vowel-consonant words with the short u vowel sound.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.17.a	Build consonant-vowel-consonant words with the short u vowel sound.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.17.a	Build consonant-vowel-consonant words with the short u vowel sound.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA03.17.a	Build consonant-vowel-consonant words with the short u vowel sound.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA03.17.b	Review the /v/ and /w/ letter sounds.	Academic Standards	K	Reading		K.1.14	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
SA03.17.b	Review the /v/ and /w/ letter sounds.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SA03.17.b	Review the /v/ and /w/ letter sounds.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA03.17.b	Review the /v/ and /w/ letter sounds.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.18	Review the short u vowel sound.	Academic Standards	K	Reading		K.1.14	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
SA03.18	Review the short u vowel sound.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.18	Review the short u vowel sound.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.18	Review the short u vowel sound.	Academic Standards Foundations to the Indiana Academic Standards	2	Reading	Word Recognition, Fluency, and Vocabulary Development		Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.18	Review the short u vowel sound.	Academic Standards	PK	F.1	Word Recognition, Fluency and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SA03.18	Review the short u vowel sound.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA03.18	Review the short u vowel sound.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.18.a	Build consonant-vowel-consonant words with the short u vowel sound	Academic Standards	K	Reading		K.1.9	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.18.a	Build consonant-vowel-consonant words with the short u vowel sound	Academic Standards	K	Reading		K.1.11	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to one-syllable words and tell the beginning or ending sounds.
SA03.18.a	Build consonant-vowel-consonant words with the short u vowel sound	Academic Standards	1	Reading		1.1.4	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
SA03.18.a	Build consonant-vowel-consonant words with the short u vowel sound	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.18.a	Build consonant-vowel-consonant words with the short u vowel sound	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.18.a	Build consonant-vowel-consonant words with the short u vowel sound	Academic Standards	1	Reading		1.1.8	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Add, delete, or change sounds to change words.
SA03.18.a	Build consonant-vowel-consonant words with the short u vowel sound	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.18.a	Build consonant-vowel-consonant words with the short u vowel sound	Academic Standards	1	Reading		1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SA03.18.a	Build consonant-vowel-consonant words with the short u vowel sound	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.18.a	Build consonant-vowel-consonant words with the short u vowel sound	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.18.a	Build consonant-vowel-consonant words with the short u vowel sound	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA03.18.a	Build consonant-vowel-consonant words with the short u vowel sound	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA03.19	Review the short a, l, o, e and u vowel sounds.	Academic Standards	K	Reading		K.1.14	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
SA03.19	Review the short a, l, o, e and u vowel sounds.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.19	Review the short a, l, o, e and u vowel sounds.	Academic Standards	1		Reading	1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.19	Review the short a, l, o, e and u vowel sounds.	Academic Standards	2		Reading		Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.19	Review the short a, l, o, e and u vowel sounds.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SA03.19	Review the short a, l, o, e and u vowel sounds.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA03.19	Review the short a, l, o, e and u vowel sounds.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.19.a	Build consonant-vowel- consonant words with the short a, l, o, e, and u vowel sounds.	Academic Standards	K		Reading	K.1.9	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
SA03.19.a	Build consonant-vowel- consonant words with the short a, l, o, e, and u vowel sounds.	Academic Standards	K		Reading	K.1.11	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to one-syllable words and tell the beginning or ending sounds.
SA03.19.a	Build consonant-vowel- consonant words with the short a, l, o, e, and u vowel sounds.	Academic Standards	1		Reading	1.1.4	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.19.a	Build consonant-vowel- consonant words with the short a, l, o, e, and u vowel sounds.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.19.a	Build consonant-vowel- consonant words with the short a, l, o, e, and u vowel sounds.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.19.a	Build consonant-vowel- consonant words with the short a, l, o, e, and u vowel sounds.	Academic Standards	1	Reading		1.1.8	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Add, delete, or change sounds to change words.
SA03.19.a	Build consonant-vowel- consonant words with the short a, l, o, e, and u vowel sounds.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA03.19.a	Build consonant-vowel- consonant words with the short a, l, o, e, and u vowel sounds.	Academic Standards	1	Reading		1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.19.a	Build consonant-vowel- consonant words with the short a, l, o, e, and u vowel sounds.	Academic Standards	2		Reading		Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.19.a	Build consonant-vowel- consonant words with the short a, l, o, e, and u vowel sounds.	Academic Standards	2		Reading		Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.19.a	Build consonant-vowel- consonant words with the short a, l, o, e, and u vowel sounds.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA03.19.a	Build consonant-vowel- consonant words with the short a, l, o, e, and u vowel sounds.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA03.19.b	Read short words that end with the long e and long o vowel sounds.	Academic Standards	K		Reading	K.1.11	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to one-syllable words and tell the beginning or ending sounds.
SA03.19.b	Read short words that end with the long e and long o vowel sounds.	Academic Standards	1		Reading	1.1.4	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
SA03.19.b	Read short words that end with the long e and long o vowel sounds.	Academic Standards	1		Reading	1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.19.b	Read short words that end with the long e and long o vowel sounds.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.19.b	Read short words that end with the long e and long o vowel sounds.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.19.b	Read short words that end with the long e and long o vowel sounds.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.20	Review of the short a, i, o, e, and u vowel sounds.	Academic Standards	K	Reading		K.1.14	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
SA03.20	Review of the short a, i, o, e, and u vowel sounds.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.20	Review of the short a, i, o, e, and u vowel sounds.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.20	Review of the short a, i, o, e, and u vowel sounds.	Academic Standards Foundations to the Indiana Academic Standards	2		Reading Word Recognition, Fluency, and Vocabulary Development		Reading Word Recognition, Fluency, and Vocabulary Development	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by: Generate sounds from letters.
SA03.20	Review of the short a, i, o, e, and u vowel sounds.	Academic Standards	PK	F.1	Reading Word Recognition, Fluency, and Vocabulary Development	F.1.17	Reading Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	
SA03.20	Review of the short a, i, o, e, and u vowel sounds.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA03.20	Review of the short a, i, o, e, and u vowel sounds.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.20.a	Build consonant-vowel-consonant words with the short a, i, o, e and u vowel sounds.	Academic Standards	K		Reading	K.1.9	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
SA03.20.a	Build consonant-vowel-consonant words with the short a, i, o, e and u vowel sounds.	Academic Standards	K		Reading	K.1.11	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to one-syllable words and tell the beginning or ending sounds.
SA03.20.a	Build consonant-vowel-consonant words with the short a, i, o, e and u vowel sounds.	Academic Standards	1		Reading	1.1.4	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
SA03.20.a	Build consonant-vowel-consonant words with the short a, i, o, e and u vowel sounds.	Academic Standards	1		Reading	1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.20.a	Build consonant-vowel-consonat words with the short a, i, o, e and u vowel sounds.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.20.a	Build consonant-vowel-consonat words with the short a, i, o, e and u vowel sounds.	Academic Standards	1	Reading		1.1.8	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Add, delete, or change sounds to change words.
SA03.20.a	Build consonant-vowel-consonat words with the short a, i, o, e and u vowel sounds.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA03.20.a	Build consonant-vowel-consonat words with the short a, i, o, e and u vowel sounds.	Academic Standards	1	Reading		1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SA03.20.a	Build consonant-vowel-consonat words with the short a, i, o, e and u vowel sounds.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.20.a	Build consonant-vowel-consonat words with the short a, i, o, e and u vowel sounds.	Academic Standards	2	Reading				Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by: Generate and blend the sounds of letter patterns into recognizable words.
SA03.20.a	Build consonant-vowel-consonat words with the short a, i, o, e and u vowel sounds.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA03.20.a	Build consonant-vowel-consonat words with the short a, i, o, e and u vowel sounds.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA04.22.b	Review short words that end with long e.	Academic Standards	K	Reading		K.1.11	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to one-syllable words and tell the beginning or ending sounds.
SA04.22.b	Review short words that end with long e.	Academic Standards	1	Reading		1.1.4	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
SA04.22.b	Review short words that end with long e.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA04.22.b	Review short words that end with long e.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA04.22.b	Review short words that end with long e.	Academic Standards	2	Reading				Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA04.22.b	Review short words that end with long e.	Academic Standards	2	Reading				Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA08.43	Explore the word endings ing, ang, ong, ung.	Academic Standards	K	Reading		K.1.11	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to one-syllable words and tell the beginning or ending sounds.
SA08.43	Explore the word endings ing, ang, ong, ung.	Academic Standards	1	Reading		1.1.4	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
SA08.43	Explore the word endings ing, ang, ong, ung.	Academic Standards	2	Reading				Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA08.44.a	Explore the word endings ink, ank, onk, and unk.	Academic Standards	K	Reading		K.1.11	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to one-syllable words and tell the beginning or ending sounds.
SA08.44.a	Explore the word endings ink, ank, onk, and unk.	Academic Standards	1	Reading		1.1.4	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA08.44.a	Explore the word endings ink, ank, onk, and unk.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA08.45	Recognize words with the alternate (soft) sound for c.	Academic Standards	K	Reading		K.1.7	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order. Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.
SA08.45	Recognize words with the alternate (soft) sound for c.	Academic Standards	K	Reading		K.1.12	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	
SA08.45	Recognize words with the alternate (soft) sound for c.	Academic Standards Foundations to the Indiana Academic Standards	K	Reading	Reading Word Recognition, Fluency, and Vocabulary Development	K.1.14	Reading Word Recognition, Fluency, and Vocabulary Development	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters. Generate sounds from letters.
SA08.45	Recognize words with the alternate (soft) sound for c.	Academic Standards	PK	F.1	Reading Word Recognition, Fluency, and Vocabulary Development	F.1.17	Reading Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	
SA08.45	Recognize words with the alternate (soft) sound for c.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA08.45	Recognize words with the alternate (soft) sound for c.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA08.45.a	Build words that have the alternative sound for c.	Academic Standards	K	Reading		K.1.7	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order. Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.
SA08.45.a	Build words that have the alternative sound for c.	Academic Standards	K	Reading		K.1.12	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	
SA08.45.a	Build words that have the alternative sound for c.	Academic Standards Foundations to the Indiana Academic Standards	K	Reading	Reading Word Recognition, Fluency, and Vocabulary Development	K.1.14	Reading Word Recognition, Fluency, and Vocabulary Development	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters. Generate sounds from letters.
SA08.45.a	Build words that have the alternative sound for c.	Academic Standards	PK	F.1	Reading Word Recognition, Fluency, and Vocabulary Development	F.1.17	Reading Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA08.45.a	Build words that have the alternative sound for c.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA08.45.a	Build words that have the alternative sound for c.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA08.46	Recognize words with the alternate (soft) sound for g.	Academic Standards	K		Reading	K.1.7	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order. Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.
SA08.46	Recognize words with the alternate (soft) sound for g.	Academic Standards	K		Reading	K.1.12	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	
SA08.46	Recognize words with the alternate (soft) sound for g.	Academic Standards	K		Reading	K.1.14	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
SA08.46	Recognize words with the alternate (soft) sound for g.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SA08.46	Recognize words with the alternate (soft) sound for g.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA08.46	Recognize words with the alternate (soft) sound for g.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA08.46.a	Build words that have the alternative sound for g.	Academic Standards	K		Reading	K.1.7	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA08.46.a	Build words that have the alternative sound for g.	Academic Standards	K		Reading	K.1.12	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.
SA08.46.a	Build words that have the alternative sound for g.	Academic Standards	K		Reading	K.1.14	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
SA08.46.a	Build words that have the alternative sound for g.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SA08.46.a	Build words that have the alternative sound for g.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA08.46.a	Build words that have the alternative sound for g.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA10.59.a	Count syllables in words	Academic Standards	K		Reading	K.1.13	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Count the number of syllables in words.
SA10.59.a	Count syllables in words	Academic Standards	2		Reading	2.1.3	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
SA10.59.a	Count syllables in words	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.23	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Clap out syllables in word songs.
SA11.68	Read sight words and new words.	Academic Standards	K		Reading	K.1.15	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Read one-syllable and high-frequency (often-heard) words by sight.
SA11.68	Read sight words and new words.	Academic Standards	1		Reading	1.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common sight words (words that are often seen and heard).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA11.68	Read sight words and new words.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SAALLDL	Multisensory input for letter/sound names	Academic Standards	K		Reading	K.1.14	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
SAALLDL	Multisensory input for letter/sound names	Academic Standards Foundations to the Indiana	K		Reading	K.1.18	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Understand the alphabetic principle, which means that as letters in words change, so do the sounds.
SAALLDL	Multisensory input for letter/sound names	Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SAALLDL	Multisensory input for letter/sound names	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SAALLDL	Multisensory input for letter/sound names	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SAALLLN	Phonological Awareness	Academic Standards	K		Reading	K.1.9	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
SAALLLN	Phonological Awareness	Academic Standards	K		Reading	K.1.11	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to one-syllable words and tell the beginning or ending sounds.
SAALLLN	Phonological Awareness	Academic Standards	K		Reading	K.1.18	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Understand the alphabetic principle, which means that as letters in words change, so do the sounds.
SAALLLN	Phonological Awareness	Academic Standards	1		Reading	1.1.4	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLN	Phonological Awareness	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SAALLN	Phonological Awareness	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SAALLN	Phonological Awareness	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SAALLN	Phonological Awareness	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SAALLN	Phonological Awareness	Academic Standards Foundations to the Indiana	2	Reading	Word Recognition, Fluency, and Vocabulary Development		Reading Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Demonstrate an awareness of the sounds that are made by different letters by: Generate sounds from letters.
SAALLN	Phonological Awareness	Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Reading Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Demonstrate an awareness of the sounds that are made by different letters by: Generate sounds from letters.
SAALLN	Phonological Awareness	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SAALLN.a	Print Awareness	Academic Standards	K	Reading		K.1.3	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Understand that printed materials provide information.
SAALLN.a	Print Awareness	Academic Standards	K	Reading		K.1.4	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Recognize that sentences in print are made up of separate words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLN.a	Print Awareness	Academic Standards	1	Reading		1.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Identify letters, words, and sentences.
SAALLN.a	Print Awareness	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Discriminate among the features of written English, including letters, words and sentences, and read using understanding of conventions for direction (i.e., left to right and top to bottom).	
SAALLN.b	Automatic word recognition	Academic Standards	K	Reading		K.1.15	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Read one-syllable and high-frequency (often-heard) words by sight.
SAALLN.b	Automatic word recognition	Academic Standards	1	Reading		1.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common sight words (words that are often seen and heard).
SAALLN.h	High frequency words	Academic Standards	K	Reading		K.1.15	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Read one-syllable and high-frequency (often-heard) words by sight.
SAALLN.h	High frequency words	Academic Standards	1	Reading		1.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common sight words (words that are often seen and heard).
SAALLN.h	High frequency words	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SAALLN.i	Sight words	Academic Standards	K	Reading		K.1.15	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Read one-syllable and high-frequency (often-heard) words by sight.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLN.i	Sight words	Academic Standards	1	Reading		1.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common sight words (words that are often seen and heard).
SAALLN.i	Sight words	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SAALLRM	Recite and produce rhyming words.	Academic Standards	K	Reading		K.1.10	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Say rhyming words in response to an oral prompt.
SAALLRM	Recite and produce rhyming words.	Academic Standards	1	Reading		1.1.7	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Create and state a series of rhyming words.
SAALLRM	Recite and produce rhyming words.	Academic Standards	1	Reading		1.1.8	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Add, delete, or change sounds to change words.
SAALLRM	Recite and produce rhyming words.	Academic Standards	1	Reading		1.1.14	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common word patterns (-ite, -ate).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLRM	Recite and produce rhyming words.	Academic Standards	2	Reading				Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SAALLRM	Recite and produce rhyming words.	Academic Standards Foundations to the Indiana Academic Standards	2	Reading	Word Recognition, Fluency, and Vocabulary Development	2.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Know and use common word families (such as -ale, -est, -ine, -ock, -ump) when reading unfamiliar words.
SAALLRM	Recite and produce rhyming words.	Academic Standards Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.19	Reading	Phonological Awareness	Imitate simple rhymes. Recite/sing one rhyme or song.
SAALLRM	Recite and produce rhyming words.	Academic Standards Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.21	Reading	Phonological Awareness	
SAALLRM	Recite and produce rhyming words.	Academic Standards Foundations to the Indiana Academic Standards	PK	F.7	Listening and Speaking Skills, Strategies, and Applications	F.7.19	Listening and Speaking Skills, Strategies, and Applications	Oral Communication	Imitate simple rhymes.
SAALLRM	Recite and produce rhyming words.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SAALLSB	Apply letter/sound knowledge to decode phonetically regular words quickly and accurately.	Academic Standards	K	Reading		K.1.14	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters. Understand the alphabetic principle, which means that as letters in words change, so do the sounds.
SAALLSB	Apply letter/sound knowledge to decode phonetically regular words quickly and accurately.	Academic Standards	K	Reading		K.1.18	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	
SAALLSB	Apply letter/sound knowledge to decode phonetically regular words quickly and accurately.	Academic Standards Foundations to the Indiana Academic Standards	2	Reading	Word Recognition, Fluency, and Vocabulary Development	2.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read aloud fluently and accurately with appropriate changes in voice and expression.
SAALLSB	Apply letter/sound knowledge to decode phonetically regular words quickly and accurately.	Academic Standards Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Reading	Phonological Awareness	Generate sounds from letters.
SAALLSB	Apply letter/sound knowledge to decode phonetically regular words quickly and accurately.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSB	Apply letter/sound knowledge to decode phonetically regular words quickly and accurately.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SAALLSB	Apply letter/sound knowledge to decode phonetically regular words quickly and accurately.	Core Standards	2	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use features of words (e.g., common word parts, sound/symbol relationships, spelling patterns) to decode unknown words. Identify common synonyms, antonyms and compound words. Read aloud grade-level-appropriate literary and informational texts with appropriate changes in voice and expression.	
SAALLSB.a	Reinforce previously learned high frequency words, both regular and irregular.	Academic Standards	K		Reading	K.1.15	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Read one-syllable and high-frequency (often-heard) words by sight.
SAALLSB.a	Reinforce previously learned high frequency words, both regular and irregular.	Academic Standards	1		Reading	1.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common sight words (words that are often seen and heard).
SAALLSB.a	Reinforce previously learned high frequency words, both regular and irregular.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SAALLSB.b	Understand that print conveys meaning.	Academic Standards	K		Reading	K.1.3	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Understand that printed materials provide information.
SAALLSB.c	Recognize the difference between letters, words, and sentences.	Academic Standards	K		Reading	K.1.4	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Recognize that sentences in print are made up of separate words.
SAALLSB.c	Recognize the difference between letters, words, and sentences.	Academic Standards	K		Reading	K.1.5	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Distinguish letters from words. Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.
SAALLSB.c	Recognize the difference between letters, words, and sentences.	Academic Standards	K		Reading	K.1.12	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSB.c	Recognize the difference between letters, words, and sentences.	Academic Standards	1	Reading		1.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Identify letters, words, and sentences.
SAALLSB.c	Recognize the difference between letters, words, and sentences.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Discriminate among the features of written English, including letters, words and sentences, and read using understanding of conventions for direction (i.e., left to right and top to bottom).	
SAALLSB.d	Recognize that sentences in print are made up of separate words.	Academic Standards	K	Reading		K.1.4	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Recognize that sentences in print are made up of separate words. Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.
SAALLSB.d	Recognize that sentences in print are made up of separate words.	Academic Standards	K	Reading		K.1.12	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	
SAALLSB.d	Recognize that sentences in print are made up of separate words.	Academic Standards	1	Reading		1.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Identify letters, words, and sentences.
SAALLSB.d	Recognize that sentences in print are made up of separate words.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Discriminate among the features of written English, including letters, words and sentences, and read using understanding of conventions for direction (i.e., left to right and top to bottom).	
SAALLSB.e	Understand that written words are separated by spaces.	Academic Standards	K	Reading		K.1.4	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Recognize that sentences in print are made up of separate words. Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.
SAALLSB.e	Understand that written words are separated by spaces.	Academic Standards	K	Reading		K.1.12	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSB.e	Understand that written words are separated by spaces.	Academic Standards	1	Reading		1.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Identify letters, words, and sentences.
SAALLSB.e	Understand that written words are separated by spaces.	Academic Standards	1	Writing		1.6.1	Writing	Students write using Standard English conventions appropriate to this grade level.	Print legibly and space letters, words, and sentences appropriately. Form letters correctly and space words and sentences properly so that writing can be read easily by another person.
SAALLSB.e	Understand that written words are separated by spaces.	Academic Standards	2	Writing		2.6.1	Writing	Students write using Standard English conventions appropriate to this grade level.	
SAALLSB.e	Understand that written words are separated by spaces.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Discriminate among the features of written English, including letters, words and sentences, and read using understanding of conventions for direction (i.e., left to right and top to bottom).	
SAALLSB.f	Develop the ability to read words from left to right and from top to bottom of page.	Academic Standards	K	Reading		K.1.2	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Follow words from left to right and from top to bottom on the printed page.
SAALLSB.f	Develop the ability to read words from left to right and from top to bottom of page.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.4	Word Recognition, Fluency, and Vocabulary Development	Concepts About Print	Hold book right side up, looking at pages and pictures.
SAALLSB.f	Develop the ability to read words from left to right and from top to bottom of page.	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.9	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	Hold a book right side up, looking at pages and pictures.
SAALLSB.f	Develop the ability to read words from left to right and from top to bottom of page.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Discriminate among the features of written English, including letters, words and sentences, and read using understanding of conventions for direction (i.e., left to right and top to bottom).	
SAALLSB.i	Understand the use of pictures and context to predict and enhance a story.	Academic Standards	K	Reading		K.2.2	Reading	Students identify the basic facts and ideas in what they have read, heard, or seen. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglists.html">www.doe.state.in.us/standards/readinglists.html</a> ) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate nonfiction, such as alphabet books; picture books on science, social studies, mathematics and other subjects; and beginners' dictionaries.	Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.
SAALLSB.i	Understand the use of pictures and context to predict and enhance a story.	Foundations to the Indiana Academic Standards	PK	F.2	Reading Comprehension	F.2.4	Reading Comprehension	Structural Features of Informational and Technical Materials	Express what might happen after the action in a picture.
SAALLSB.i	Understand the use of pictures and context to predict and enhance a story.	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.1	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	Find named pictures or textures in book.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSB.i	Understand the use of pictures and context to predict and enhance a story.	Core Standards	1	3	Literary Text: Comprehension and Analysis		Literary Text: Comprehension and Analysis	Identify and describe the plot (e.g., beginning, middle and end), setting and characters of a story. Make and confirm predictions about what will happen next in a story.	
SAALLSB.j	Explore common elements of story structure (e.g., characters, settings, details, themes, and key events).	Academic Standards	K	Reading		K.3.3	Reading	Students listen and respond to stories based on well-known characters, themes, plots (what happens in a story), and settings (where a story takes place). The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen and respond to grade-level-appropriate fiction, such as classic and contemporary stories, Mother Goose nursery rhymes and other poems, songs, folktales, and plays.	Identify characters, settings, and important events in a story.
SAALLSB.j	Explore common elements of story structure (e.g., characters, settings, details, themes, and key events).	Academic Standards	1	Reading		1.3.1	Reading	Students read and respond to a wide variety of children's literature. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.	Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.
SAALLSB.j	Explore common elements of story structure (e.g., characters, settings, details, themes, and key events).	Academic Standards	1	Listening and Speaking		1.7.7	Listening and Speaking	Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.	Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSB.j	Explore common elements of story structure (e.g., characters, settings, details, themes, and key events).	Academic Standards	2	Reading		2.2.5	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials.	Restate facts and details or summarize the main idea in the text to clarify and organize ideas.
SAALLSB.j	Explore common elements of story structure (e.g., characters, settings, details, themes, and key events).	Academic Standards	2	Reading		2.3.7	Reading	Students read and respond to a wide variety of significant works of children's literature. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, students read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.	Identify the meaning or lesson of a story.
SAALLSB.j	Explore common elements of story structure (e.g., characters, settings, details, themes, and key events).	Academic Standards	2	Listening and Speaking		2.7.8	Listening and Speaking	Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a point of view or thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.	Retell stories, including characters, setting, and plot.
SAALLSB.j	Explore common elements of story structure (e.g., characters, settings, details, themes, and key events).	Academic Standards	2	Listening and Speaking			Listening and Speaking	Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a point of view or thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.	Recount experiences or present stories that:



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSB.j	Explore common elements of story structure (e.g., characters, settings, details, themes, and key events).	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.7	Word Recognition, Fluency, and Vocabulary Development	Concepts About Print	Tell something that a favorite character does in a story.
SAALLSB.j	Explore common elements of story structure (e.g., characters, settings, details, themes, and key events).	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.7	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	Tell something that a favorite character does in a story.
SAALLSB.j	Explore common elements of story structure (e.g., characters, settings, details, themes, and key events).	Core Standards	K	3	Literary Text: Comprehension and Analysis		Literary Text: Comprehension and Analysis	Retell familiar stories correctly using vocabulary words and story elements (e.g., setting, characters, main events). Distinguish fantasy from reality.	
SAALLSB.j	Explore common elements of story structure (e.g., characters, settings, details, themes, and key events).	Core Standards	1	3	Literary Text: Comprehension and Analysis		Literary Text: Comprehension and Analysis	Identify and describe the plot (e.g., beginning, middle and end), setting and characters of a story. Make and confirm predictions about what will happen next in a story.	
SAALLSB.k	Gain authentic experience with previously learned phonics principles.	Academic Standards	K		Writing	K.4.4	Writing	Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.	Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle). Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.
SAALLSB.k	Gain authentic experience with previously learned phonics principles.	Academic Standards	K		Writing	K.6.2	Writing	Students begin to learn the written conventions of Standard English.	
SAALLSB.k	Gain authentic experience with previously learned phonics principles.	Academic Standards	2		Reading	2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SAALLSB.k	Gain authentic experience with previously learned phonics principles.	Academic Standards	2		Reading	2.1.3	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
SAALLSB.k	Gain authentic experience with previously learned phonics principles.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.7	Writing Conventions	Handwriting and Spelling	Write using phonetically spelled words.
SAALLSB.k	Gain authentic experience with previously learned phonics principles.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.9	Writing Conventions	Handwriting and Spelling	Write more than one word correctly.
SAALLSB.k	Gain authentic experience with previously learned phonics principles.	Core Standards	K	6	English Language Conventions		English Language Conventions	Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters. Spell independently using the sounds of letters of the alphabet.	
SAALLSD	Phonological Awareness	Academic Standards	K		Reading	K.1.6	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Recognize and name all capital and lowercase letters of the alphabet.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSD	Phonological Awareness	Academic Standards	K	Reading		K.1.7	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.
SAALLSD	Phonological Awareness	Academic Standards	K	Reading		K.1.8	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.
SAALLSD	Phonological Awareness	Academic Standards	K	Reading		K.1.9	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
SAALLSD	Phonological Awareness	Academic Standards	K	Reading		K.1.10	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Say rhyming words in response to an oral prompt.
SAALLSD	Phonological Awareness	Academic Standards	K	Reading		K.1.11	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to one-syllable words and tell the beginning or ending sounds. Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.
SAALLSD	Phonological Awareness	Academic Standards	K	Reading		K.1.12	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	
SAALLSD	Phonological Awareness	Academic Standards	K	Reading		K.1.13	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Count the number of syllables in words.
SAALLSD	Phonological Awareness	Academic Standards	K	Reading		K.1.14	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters. Understand the alphabetic principle, which means that as letters in words change, so do the sounds.
SAALLSD	Phonological Awareness	Academic Standards	K	Reading		K.1.18	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.
SAALLSD	Phonological Awareness	Academic Standards	K	Writing		K.6.2	Writing	Students begin to learn the written conventions of Standard English.	
SAALLSD	Phonological Awareness	Academic Standards	1	Reading		1.1.1	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Match oral words to printed words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSD	Phonological Awareness	Academic Standards	1	Reading		1.1.4	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
SAALLSD	Phonological Awareness	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SAALLSD	Phonological Awareness	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SAALLSD	Phonological Awareness	Academic Standards	1	Reading		1.1.7	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Create and state a series of rhyming words.
SAALLSD	Phonological Awareness	Academic Standards	1	Reading		1.1.8	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Add, delete, or change sounds to change words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSD	Phonological Awareness	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SAALLSD	Phonological Awareness	Academic Standards	1	Reading		1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SAALLSD	Phonological Awareness	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SAALLSD	Phonological Awareness	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SAALLSD	Phonological Awareness	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSD	Phonological Awareness	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SAALLSD	Phonological Awareness	Academic Standards	2	Reading		2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SAALLSD	Phonological Awareness	Academic Standards	2	Reading		2.1.3	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Decode (sound out) regular words with more than one syllable (dinosaur, vacation).
SAALLSD	Phonological Awareness	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.13	Word Recognition, Fluency, and Vocabulary Development	Concepts About Print	Point to and name six letters. Generate sounds from letters.
SAALLSD	Phonological Awareness	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Recognize that words that look alike may sound alike.
SAALLSD	Phonological Awareness	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.18	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	
SAALLSD	Phonological Awareness	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.19	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Imitate simple rhymes. Generate and blend the sounds of letter patterns into recognizable words.
SAALLSD	Phonological Awareness	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SAALLSD	Phonological Awareness	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Put letter shapes or tiles in alphabetical order.
SAALLSD	Phonological Awareness	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.34	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	
SAALLSD	Phonological Awareness	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.11	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	Follow reader's finger as a story is read.
SAALLSD	Phonological Awareness	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSD	Phonological Awareness	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SAALLSD.a	Print Awareness	Academic Standards	K	Reading		K.1.1	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Identify the front cover, back cover, and title page of a book.
SAALLSD.a	Print Awareness	Academic Standards	K	Reading		K.1.2	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Follow words from left to right and from top to bottom on the printed page.
SAALLSD.a	Print Awareness	Academic Standards	K	Reading		K.1.3	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Understand that printed materials provide information.
SAALLSD.a	Print Awareness	Academic Standards	K	Reading		K.1.4	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Recognize that sentences in print are made up of separate words.
SAALLSD.a	Print Awareness	Academic Standards	K	Reading		K.1.5	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Distinguish letters from words.
SAALLSD.a	Print Awareness	Academic Standards	K	Writing		K.4.3	Writing	Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.	Write using pictures, letters, and words.
SAALLSD.a	Print Awareness	Academic Standards	1	Reading		1.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Identify letters, words, and sentences.
SAALLSD.a	Print Awareness	Academic Standards	1	Reading		1.1.3	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.
SAALLSD.a	Print Awareness	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.4	Word Recognition, Fluency, and Vocabulary Development	Concepts About Print	Hold book right side up, looking at pages and pictures.
SAALLSD.a	Print Awareness	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.9	Word Recognition, Fluency, and Vocabulary Development	Concepts About Print	Distinguish print from pictures.
SAALLSD.a	Print Awareness	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.9	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	Hold a book right side up, looking at pages and pictures.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSD.a	Print Awareness	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.19	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	Recognize print in media other than a book.
SAALLSD.a	Print Awareness	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Discriminate among the features of written English, including letters, words and sentences, and read using understanding of conventions for direction (i.e., left to right and top to bottom).	
SAALLSD.b	Automatic word recognition	Academic Standards	K	Reading		K.1.15	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Read one-syllable and high-frequency (often-heard) words by sight.
SAALLSD.b	Automatic word recognition	Academic Standards	1	Reading		1.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common sight words (words that are often seen and heard).
SAALLSD.b	Automatic word recognition	Academic Standards	1	Reading		1.1.15	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read aloud smoothly and easily in familiar text.
SAALLSD.b	Automatic word recognition	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SAALLSD.b	Automatic word recognition	Core Standards	2	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use features of words (e.g., common word parts, sound/symbol relationships, spelling patterns) to decode unknown words. Identify common synonyms, antonyms and compound words. Read aloud grade-level-appropriate literary and informational texts with appropriate changes in voice and expression.	



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSD.f	Reading comprehension	Academic Standards	K	Reading		K.2.2	Reading	Students identify the basic facts and ideas in what they have read, heard, or seen. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate nonfiction, such as alphabet books; picture books on science, social studies, mathematics and other subjects; and beginners' dictionaries.	Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.
SAALLSD.f	Reading comprehension	Academic Standards	K	Reading		K.2.3	Reading	Students identify the basic facts and ideas in what they have read, heard, or seen. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate nonfiction, such as alphabet books; picture books on science, social studies, mathematics and other subjects; and beginners' dictionaries.	Generate and respond to questions (who, what, where).
SAALLSD.f	Reading comprehension	Academic Standards	K	Reading		K.2.5	Reading	Students identify the basic facts and ideas in what they have read, heard, or seen. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate nonfiction, such as alphabet books; picture books on science, social studies, mathematics and other subjects; and beginners' dictionaries.	Identify the order (first, last) of information.



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSD.f	Reading comprehension	Academic Standards	K	Reading		K.3.2	Reading	Students listen and respond to stories based on well-known characters, themes, plots (what happens in a story), and settings (where a story takes place). The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen and respond to grade-level-appropriate fiction, such as classic and contemporary stories, Mother Goose nursery rhymes and other poems, songs, folktales, and plays.	Retell (beginning, middle, end) familiar stories.
SAALLSD.f	Reading comprehension	Academic Standards	K	Reading		K.3.3	Reading	Students listen and respond to stories based on well-known characters, themes, plots (what happens in a story), and settings (where a story takes place). The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen and respond to grade-level-appropriate fiction, such as classic and contemporary stories, Mother Goose nursery rhymes and other poems, songs, folktales, and plays.	Identify characters, settings, and important events in a story.
SAALLSD.f	Reading comprehension	Academic Standards	1	Reading		1.2.1	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries.	Identify the title, author, illustrator, and table of contents of a reading selection.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSD.f	Reading comprehension	Academic Standards	1	Reading		1.2.3	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries.	Respond to who, what, when, where, why, and how questions and recognize the main idea of what is read.
SAALLSD.f	Reading comprehension	Academic Standards	1	Reading		1.2.4	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries.	Follow one-step written instructions.
SAALLSD.f	Reading comprehension	Academic Standards	1	Reading		1.2.5	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries.	Use context (the meaning of the surrounding text) to understand word and sentence meanings.



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSD.f	Reading comprehension	Academic Standards	1	Reading		1.2.6	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries.	Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when or cause and effect, such as because, since, therefore, so).
SAALLSD.f	Reading comprehension	Academic Standards	1	Reading		1.2.7	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries.	Relate prior knowledge to what is read.
SAALLSD.f	Reading comprehension	Academic Standards	1	Reading		1.3.1	Reading	Students read and respond to a wide variety of children's literature. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.	Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.
SAALLSD.f	Reading comprehension	Academic Standards	1	Reading		1.3.2	Reading	Students read and respond to a wide variety of children's literature. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.	Describe the roles of authors and illustrators.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSD.f	Reading comprehension	Academic Standards	1	Reading		1.3.3	Reading	Students read and respond to a wide variety of children's literature. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.	Confirm predictions about what will happen next in a story.
SAALLSD.f	Reading comprehension	Academic Standards	1	Reading		1.3.5	Reading	Students read and respond to a wide variety of children's literature. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.	Understand what is read by responding to questions (who, what, when, where, why, how).
SAALLSD.f	Reading comprehension	Academic Standards	2	Reading		2.2.11	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials.	Identify text that uses sequence or other logical order (alphabetical order or time).
SAALLSD.f	Reading comprehension	Academic Standards	2	Reading		2.2.2	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials.	State the purpose for reading.



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSD.f	Reading comprehension	Academic Standards	2	Reading		2.2.4	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials.	Ask and respond to questions (when, who, where, why, what if, how) to aid comprehension about important elements of informational texts.
SAALLSD.f	Reading comprehension	Academic Standards	2	Reading		2.2.5	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials.	Restate facts and details or summarize the main idea in the text to clarify and organize ideas.
SAALLSD.f	Reading comprehension	Academic Standards	2	Reading		2.2.6	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials.	Recognize cause-and-effect relationships in a text.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSD.f	Reading comprehension	Academic Standards	2	Reading		2.2.8	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials.	Follow two-step written instructions.
SAALLSD.f	Reading comprehension	Academic Standards	2	Reading		2.2.9	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials.	Use context (the meaning of the surrounding text) to understand word and sentence meanings.
SAALLSD.f	Reading comprehension	Academic Standards	2	Reading		2.2.10	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials.	Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when or cause and effect, such as because, since, therefore, so).
SAALLSD.f	Reading comprehension	Academic Standards	2	Reading		2.3.5	Reading	Students read and respond to a wide variety of significant works of children's literature. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, students read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.	Confirm predictions about what will happen next in a story.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSD.f	Reading comprehension	Academic Standards	2	Reading		2.3.7	Reading	Students read and respond to a wide variety of significant works of children's literature. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, students read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.	Identify the meaning or lesson of a story.
SAALLSD.f	Reading comprehension	Academic Standards	2	Writing			Writing	At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	Write responses to literature that:
SAALLSD.f	Reading comprehension	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.7	Word Recognition, Fluency, and Vocabulary Development	Concepts About Print	Tell something that a favorite character does in a story. Ask and answer simple questions about a story being read.
SAALLSD.f	Reading comprehension	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.37	Word Recognition, Fluency, and Vocabulary Development	Vocabulary and Concept Development	Ask adult to read printed information.
SAALLSD.f	Reading comprehension	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.38	Word Recognition, Fluency, and Vocabulary Development	Vocabulary and Concept Development	Tell one thing that happens in a familiar story.
SAALLSD.f	Reading comprehension	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.40	Word Recognition, Fluency, and Vocabulary Development	Vocabulary and Concept Development	
SAALLSD.f	Reading comprehension	Foundations to the Indiana Academic Standards	PK	F.2	Reading Comprehension	F.2.4	Reading Comprehension	Structural Features of Informational and Technical Materials	Express what might happen after the action in a picture.
SAALLSD.f	Reading comprehension	Foundations to the Indiana Academic Standards	PK	F.2	Reading Comprehension	F.2.5	Reading Comprehension	Structural Features of Informational and Technical Materials	Tell one thing that happens in a familiar story. Use personal experiences to answer questions about stories.
SAALLSD.f	Reading comprehension	Foundations to the Indiana Academic Standards	PK	F.2	Reading Comprehension	F.2.6	Reading Comprehension	Structural Features of Informational and Technical Materials	
SAALLSD.f	Reading comprehension	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.4	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	Ask adult to read printed information. Ask questions and make comments about a story being read.
SAALLSD.f	Reading comprehension	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.5	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	Use personal information to answer questions about a story.
SAALLSD.f	Reading comprehension	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.6	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	
SAALLSD.f	Reading comprehension	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.7	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	Tell something that a favorite character does in a story.
SAALLSD.f	Reading comprehension	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.21	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	Recall if something truly happened.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSD.f	Reading comprehension	Core Standards	K	2	Informational Text: Structure, Comprehension and Analysis		Informational Text: Structure, Comprehension and Analysis	Find the title and author of a text. Use pictures and text to draw conclusions and answer who, what and where questions.	
SAALLSD.f	Reading comprehension	Core Standards	K	3	Literary Text: Comprehension and Analysis		Literary Text: Comprehension and Analysis	Retell familiar stories correctly using vocabulary words and story elements (e.g., setting, characters, main events). Distinguish fantasy from reality.	
SAALLSD.f	Reading comprehension	Core Standards	1	2	Informational Text: Structure, Comprehension and Analysis		Informational Text: Structure, Comprehension and Analysis	Find the title, author and table of contents of a text. Identify the main idea and answer who, what, when, where, why and how questions with information from the text.	
SAALLSD.f	Reading comprehension	Core Standards	1	3	Literary Text: Comprehension and Analysis		Literary Text: Comprehension and Analysis	Identify and describe the plot (e.g., beginning, middle and end), setting and characters of a story. Make and confirm predictions about what will happen next in a story.	
SAALLSD.f	Reading comprehension	Core Standards	2	2	Informational Text: Structure, Comprehension and Analysis		Informational Text: Structure, Comprehension and Analysis	Use titles, tables of contents, and chapter headings to identify central ideas or topics. Make cause/effect connections and identify common words that indicate when events happened in a sequence (e.g., first, next, last). Ask and respond to questions to aid comprehension.	
SAALLSD.h	High frequency words	Academic Standards	K	Reading		K.1.15	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Read one-syllable and high-frequency (often-heard) words by sight.
SAALLSD.h	High frequency words	Academic Standards	1	Reading		1.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common sight words (words that are often seen and heard).
SAALLSD.h	High frequency words	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SAALLSD.i	Sight words	Academic Standards	K	Reading		K.1.15	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Read one-syllable and high-frequency (often-heard) words by sight.
SAALLSD.i	Sight words	Academic Standards	K	Reading		K.1.17	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Read their own names.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSD.i	Sight words	Academic Standards	1	Reading		1.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common sight words (words that are often seen and heard).
SAALLSD.i	Sight words	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SAALLSO	Apply the most comon letter/sound correspondences to read words.	Academic Standards	K	Reading		K.1.14	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
SAALLSO	Apply the most comon letter/sound correspondences to read words.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SAALLSO	Apply the most comon letter/sound correspondences to read words.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SAALLSO	Apply the most comon letter/sound correspondences to read words.	Academic Standards	1	Reading		1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSO	Apply the most common letter/sound correspondences to read words.	Academic Standards Foundations to the Indiana	2	Reading	Word Recognition, Fluency, and Vocabulary Development		Reading Word Recognition, Fluency, and Vocabulary Development	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SAALLSO	Apply the most common letter/sound correspondences to read words.	Academic Standards Foundations to the Indiana	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.13	Reading Word Recognition, Fluency, and Vocabulary Development	Concepts About Print	Point to and name six letters.
SAALLSO	Apply the most common letter/sound correspondences to read words.	Academic Standards Foundations to the Indiana	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Reading Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SAALLSO	Apply the most common letter/sound correspondences to read words.	Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.34	Reading Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Put letter shapes or tiles in alphabetical order.
SAALLSO	Apply the most common letter/sound correspondences to read words.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SAALLSO	Apply the most common letter/sound correspondences to read words.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SAALLSO.a	Understand that letter order and identity determines the word that is spelled or read.	Academic Standards	K		Reading	K.1.18	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Understand the alphabetic principle, which means that as letters in words change, so do the sounds.
SAALLSO.b	Distinguish initial, medial, and final sounds in words.	Academic Standards	K		Reading	K.1.9	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
SAALLSO.b	Distinguish initial, medial, and final sounds in words.	Academic Standards	K		Reading	K.1.11	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to one-syllable words and tell the beginning or ending sounds.
SAALLSO.b	Distinguish initial, medial, and final sounds in words.	Academic Standards	1		Reading	1.1.4	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSO.b	Distinguish initial, medial, and final sounds in words.	Academic Standards	2		Reading		Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SAALLSO.c	Practice strategy of blending each and every sound in a word from left to right.	Academic Standards	K		Reading	K.1.9	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
SAALLSO.c	Practice strategy of blending each and every sound in a word from left to right.	Academic Standards	K		Reading	K.1.18	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Understand the alphabetic principle, which means that as letters in words change, so do the sounds.
SAALLSO.c	Practice strategy of blending each and every sound in a word from left to right.	Academic Standards	1		Reading	1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SAALLSO.c	Practice strategy of blending each and every sound in a word from left to right.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SAALLSO.c	Practice strategy of blending each and every sound in a word from left to right.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SAALLSO.c	Practice strategy of blending each and every sound in a word from left to right.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SAALLSO.c	Practice strategy of blending each and every sound in a word from left to right.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SAALLSO.d	Reinforce the alphabetic principle (i.e., the use of letters and letter combinations to represent sounds in orthography).	Academic Standards	K		Writing	K.4.4	Writing	Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.	Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).
SAALLSO.d	Reinforce the alphabetic principle (i.e., the use of letters and letter combinations to represent sounds in orthography).	Academic Standards	K		Writing	K.6.2	Writing	Students begin to learn the written conventions of Standard English.	Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSO.d	Reinforce the alphabetic principle (i.e., the use of letters and letter combinations to represent sounds in orthography).	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.7	Writing Conventions	Handwriting and Spelling	Write using phonetically spelled words.
SAALLSO.d	Reinforce the alphabetic principle (i.e., the use of letters and letter combinations to represent sounds in orthography).	Core Standards	K	6	English Language Conventions		English Language Conventions	Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters. Spell independently using the sounds of letters of the alphabet.	
SAALLSQ	Identify front cover, title page, and table of contents of a book.	Academic Standards	K		Reading	K.1.1	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Identify the front cover, back cover, and title page of a book.
SAALLSQ	Identify front cover, title page, and table of contents of a book.	Academic Standards	K		Reading	K.2.1	Reading	Students identify the basic facts and ideas in what they have read, heard, or seen. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate nonfiction, such as alphabet books; picture books on science, social studies, mathematics and other subjects; and beginners' dictionaries.	Locate the title and the name of the author of a book.
SAALLSQ	Identify front cover, title page, and table of contents of a book.	Academic Standards	1		Reading	1.2.1	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries.	Identify the title, author, illustrator, and table of contents of a reading selection.
SAALLSQ	Identify front cover, title page, and table of contents of a book.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.32	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Point to a title of a book.
SAALLSQ	Identify front cover, title page, and table of contents of a book.	Core Standards	K	2	Informational Text: Structure, Comprehension and Analysis		Informational Text: Structure, Comprehension and Analysis	Find the title and author of a text. Use pictures and text to draw conclusions and answer who, what and where questions.	
SAALLSQ	Identify front cover, title page, and table of contents of a book.	Core Standards	1	2	Informational Text: Structure, Comprehension and Analysis		Informational Text: Structure, Comprehension and Analysis	Find the title, author and table of contents of a text. Identify the main idea and answer who, what, when, where, why and how questions with information from the text.	
SAALLSQ.a	Follow words from left to right and from top to bottom of page.	Academic Standards	K		Reading	K.1.2	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Follow words from left to right and from top to bottom on the printed page.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSQ.a	Follow words from left to right and from top to bottom of page.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.4	Word Recognition, Fluency, and Vocabulary Development	Concepts About Print	Hold book right side up, looking at pages and pictures.
SAALLSQ.a	Follow words from left to right and from top to bottom of page.	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.9	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	Hold a book right side up, looking at pages and pictures.
SAALLSQ.a	Follow words from left to right and from top to bottom of page.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Discriminate among the features of written English, including letters, words and sentences, and read using understanding of conventions for direction (i.e., left to right and top to bottom).	
SAALLSQ.b	Understand that print conveys meaning.	Academic Standards	K		Reading	K.1.3	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Understand that printed materials provide information.
SAALLSQ.b	Understand that print conveys meaning.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.6	Word Recognition, Fluency, and Vocabulary Development	Concepts About Print	Identify five common signs or symbols.
SAALLSQ.b	Understand that print conveys meaning.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.30	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Identify five common signs or symbols.
SAALLSQ.b	Understand that print conveys meaning.	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.19	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	Recognize print in media other than a book.
SAALLSQ.c	Recognize the difference between letters, words, and sentences.	Academic Standards	K		Reading	K.1.4	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Recognize that sentences in print are made up of separate words.
SAALLSQ.c	Recognize the difference between letters, words, and sentences.	Academic Standards	K		Reading	K.1.5	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Distinguish letters from words.
SAALLSQ.c	Recognize the difference between letters, words, and sentences.	Academic Standards	K		Reading	K.1.12	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.
SAALLSQ.c	Recognize the difference between letters, words, and sentences.	Academic Standards	1		Reading	1.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Identify letters, words, and sentences.
SAALLSQ.c	Recognize the difference between letters, words, and sentences.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Discriminate among the features of written English, including letters, words and sentences, and read using understanding of conventions for direction (i.e., left to right and top to bottom).	
SAALLSQ.d	Recognize that sentences in print are made up of separate words.	Academic Standards	K		Reading	K.1.4	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Recognize that sentences in print are made up of separate words.
SAALLSQ.d	Recognize that sentences in print are made up of separate words.	Academic Standards	K		Reading	K.1.12	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSQ.d	Recognize that sentences in print are made up of separate words.	Academic Standards	1		Reading	1.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Identify letters, words, and sentences.
SAALLSQ.d	Recognize that sentences in print are made up of separate words.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Discriminate among the features of written English, including letters, words and sentences, and read using understanding of conventions for direction (i.e., left to right and top to bottom).	
SAALLSQ.e	Understand that written words are separated by spaces.	Academic Standards	K		Reading	K.1.4	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Recognize that sentences in print are made up of separate words. Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.
SAALLSQ.e	Understand that written words are separated by spaces.	Academic Standards	K		Reading	K.1.12	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	
SAALLSQ.e	Understand that written words are separated by spaces.	Academic Standards	1		Reading	1.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Identify letters, words, and sentences.
SAALLSQ.e	Understand that written words are separated by spaces.	Academic Standards	1		Writing	1.6.1	Writing	Students write using Standard English conventions appropriate to this grade level.	Print legibly and space letters, words, and sentences appropriately. Form letters correctly and space words and sentences properly so that writing can be read easily by another person.
SAALLSQ.e	Understand that written words are separated by spaces.	Academic Standards	2		Writing	2.6.1	Writing	Students write using Standard English conventions appropriate to this grade level.	
SAALLSQ.e	Understand that written words are separated by spaces.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Discriminate among the features of written English, including letters, words and sentences, and read using understanding of conventions for direction (i.e., left to right and top to bottom).	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSQ.h	Use pictures and context to predict story events.	Academic Standards	K	Reading		K.2.2	Reading	Students identify the basic facts and ideas in what they have read, heard, or seen. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate nonfiction, such as alphabet books; picture books on science, social studies, mathematics and other subjects; and beginners' dictionaries.	Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.
SAALLSQ.h	Use pictures and context to predict story events.	Foundations to the Indiana Academic Standards	PK	F.2	Reading Comprehension	F.2.4	Reading Comprehension	Structural Features of Informational and Technical Materials	Express what might happen after the action in a picture.
SAALLSQ.h	Use pictures and context to predict story events.	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.1	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	Find named pictures or textures in book.
SAALLSQ.h	Use pictures and context to predict story events.	Core Standards	1	3	Literary Text: Comprehension and Analysis		Literary Text: Comprehension and Analysis	Identify and describe the plot (e.g., beginning, middle and end), setting and characters of a story. Make and confirm predictions about what will happen next in a story.	
SAALLSQ.j	Respond to who, what, when, where, and how questions.	Academic Standards	K	Reading		K.2.3	Reading	Students identify the basic facts and ideas in what they have read, heard, or seen. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate nonfiction, such as alphabet books; picture books on science, social studies, mathematics and other subjects; and beginners' dictionaries.	Generate and respond to questions (who, what, where).
SAALLSQ.j	Respond to who, what, when, where, and how questions.	Academic Standards	K	Reading		K.3.5	Reading	Students listen and respond to stories based on well-known characters, themes, plots (what happens in a story), and settings (where a story takes place). The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen and respond to grade-level-appropriate fiction, such as classic and contemporary stories, Mother Goose nursery rhymes and other poems, songs, folktales, and plays.	Understand what is heard or seen by responding to questions (who, what, where).



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSQ.j	Respond to who, what, when, where, and how questions.	Academic Standards	1	Reading		1.2.3	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries.	Respond to who, what, when, where, why, and how questions and recognize the main idea of what is read.
SAALLSQ.j	Respond to who, what, when, where, and how questions.	Academic Standards	1	Reading		1.3.5	Reading	Students read and respond to a wide variety of children's literature. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.	Understand what is read by responding to questions (who, what, when, where, why, how).
SAALLSQ.j	Respond to who, what, when, where, and how questions.	Academic Standards	1	Listening and Speaking		1.7.7	Listening and Speaking	Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.	Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.
SAALLSQ.j	Respond to who, what, when, where, and how questions.	Academic Standards	2	Reading		2.2.4	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials.	Ask and respond to questions (when, who, where, why, what if, how) to aid comprehension about important elements of informational texts.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSQ.j	Respond to who, what, when, where, and how questions.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.37	Word Recognition, Fluency, and Vocabulary Development	Vocabulary and Concept Development	Ask and answer simple questions about a story being read.
SAALLSQ.j	Respond to who, what, when, where, and how questions.	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.5	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	Ask questions and make comments about a story being read.
SAALLSQ.j	Respond to who, what, when, where, and how questions.	Core Standards	K	2	Informational Text: Structure, Comprehension and Analysis		Informational Text: Structure, Comprehension and Analysis	Find the title and author of a text. Use pictures and text to draw conclusions and answer who, what and where questions.	
SAALLSQ.j	Respond to who, what, when, where, and how questions.	Core Standards	1	2	Informational Text: Structure, Comprehension and Analysis		Informational Text: Structure, Comprehension and Analysis	Find the title, author and table of contents of a text. Identify the main idea and answer who, what, when, where, why and how questions with information from the text.	
SAALLSQ.j	Respond to who, what, when, where, and how questions.	Core Standards	2	2	Informational Text: Structure, Comprehension and Analysis		Informational Text: Structure, Comprehension and Analysis	Use titles, tables of contents, and chapter headings to identify central ideas or topics. Make cause/effect connections and identify common words that indicate when events happened in a sequence (e.g., first, next, last). Ask and respond to questions to aid comprehension.	
SAALLSQ.k	Learn and use comprehension strategies (e.g., using semantic context, activating prior knowledge, making predictions, determining main idea, making inferences, monitoring for understanding).	Academic Standards	K		Reading	K.2.2	Reading	Students identify the basic facts and ideas in what they have read, heard, or seen. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate nonfiction, such as alphabet books; picture books on science, social studies, mathematics and other subjects; and beginners' dictionaries.	Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.
SAALLSQ.k	Learn and use comprehension strategies (e.g., using semantic context, activating prior knowledge, making predictions, determining main idea, making inferences, monitoring for understanding).	Academic Standards	1		Reading	1.2.5	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries.	Use context (the meaning of the surrounding text) to understand word and sentence meanings.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSQ.k	Learn and use comprehension strategies (e.g., using semantic context, activating prior knowledge, making predictions, determining main idea, making inferences, monitoring for understanding).	Academic Standards	1	Reading		1.3.3	Reading	Students read and respond to a wide variety of children's literature. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.	Confirm predictions about what will happen next in a story.
SAALLSQ.k	Learn and use comprehension strategies (e.g., using semantic context, activating prior knowledge, making predictions, determining main idea, making inferences, monitoring for understanding).	Academic Standards	2	Reading		2.2.5	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials.	Restate facts and details or summarize the main idea in the text to clarify and organize ideas.
SAALLSQ.k	Learn and use comprehension strategies (e.g., using semantic context, activating prior knowledge, making predictions, determining main idea, making inferences, monitoring for understanding).	Academic Standards	2	Reading		2.2.9	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials.	Use context (the meaning of the surrounding text) to understand word and sentence meanings.
SAALLSQ.k	Learn and use comprehension strategies (e.g., using semantic context, activating prior knowledge, making predictions, determining main idea, making inferences, monitoring for understanding).	Academic Standards	2	Reading		2.3.5	Reading	Students read and respond to a wide variety of significant works of children's literature. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, students read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.	Confirm predictions about what will happen next in a story.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSQ.k	Learn and use comprehension strategies (e.g., using semantic context, activating prior knowledge, making predictions, determining main idea, making inferences,	Foundations to the Indiana Academic Standards	PK	F.2	Reading Comprehension	F.2.4	Reading Comprehension	Structural Features of Informational and Technical Materials	Express what might happen after the action in a picture.
SAALLSQ.k	Learn and use comprehension strategies (e.g., using semantic context, activating prior knowledge, making predictions, determining main idea, making inferences, monitoring for understanding).	Core Standards	1	3	Literary Text: Comprehension and Analysis		Literary Text: Comprehension and Analysis	Identify and describe the plot (e.g., beginning, middle and end), setting and characters of a story. Make and confirm predictions about what will happen next in a story.	
SAALLSQ.l	Explore the common elements of story structure (e.g., beginning, middle, end).	Academic Standards	K	Reading		K.2.5	Reading	Students identify the basic facts and ideas in what they have read, heard, or seen. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglists.html">www.doe.state.in.us/standards/readinglists.html</a> ) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate nonfiction, such as alphabet books; picture books on science, social studies, mathematics and other subjects; and beginners' dictionaries.	Identify the order (first, last) of information.
SAALLSQ.l	Explore the common elements of story structure (e.g., beginning, middle, end).	Academic Standards	K	Reading		K.3.2	Reading	Students listen and respond to stories based on well-known characters, themes, plots (what happens in a story), and settings (where a story takes place). The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglists.html">www.doe.state.in.us/standards/readinglists.html</a> ) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen and respond to grade-level-appropriate fiction, such as classic and contemporary stories, Mother Goose nursery rhymes and other poems, songs, folktales, and plays.	Retell (beginning, middle, end) familiar stories.
SAALLSQ.l	Explore the common elements of story structure (e.g., beginning, middle, end).	Academic Standards	1	Reading		1.3.1	Reading	Students read and respond to a wide variety of children's literature. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglists.html">www.doe.state.in.us/standards/readinglists.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.	Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.
SAALLSQ.l	Explore the common elements of story structure (e.g., beginning, middle, end).	Foundations to the Indiana Academic Standards	PK	F.2	Reading Comprehension	F.2.8	Reading Comprehension	Structural Features of Informational and Technical Materials	Identify the beginning, middle, and end of the story.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSQ.l	Explore the common elements of story structure (e.g., beginning, middle, end).	Core Standards	1	3	Literary Text: Comprehension and Analysis		Literary Text: Comprehension and Analysis	Identify and describe the plot (e.g., beginning, middle and end), setting and characters of a story. Make and confirm predictions about what will happen next in a story.	
SAALLSQ.m	Identify characters, settings, details, themes, and key events in a text.	Academic Standards	K	Reading		K.3.3	Reading	Students listen and respond to stories based on well-known characters, themes, plots (what happens in a story), and settings (where a story takes place). The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen and respond to grade-level-appropriate fiction, such as classic and contemporary stories, Mother Goose nursery rhymes and other poems, songs, folktales, and plays.	Identify characters, settings, and important events in a story.
SAALLSQ.m	Identify characters, settings, details, themes, and key events in a text.	Academic Standards	1	Reading		1.3.1	Reading	Students read and respond to a wide variety of children's literature. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.	Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.
SAALLSQ.m	Identify characters, settings, details, themes, and key events in a text.	Academic Standards	1	Listening and Speaking		1.7.7	Listening and Speaking	Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.	Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSQ.m	Identify characters, settings, details, themes, and key events in a text.	Academic Standards	2	Reading		2.2.5	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials.	Restate facts and details or summarize the main idea in the text to clarify and organize ideas.
SAALLSQ.m	Identify characters, settings, details, themes, and key events in a text.	Academic Standards	2	Reading		2.3.7	Reading	Students read and respond to a wide variety of significant works of children's literature. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, students read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.	Identify the meaning or lesson of a story.
SAALLSQ.m	Identify characters, settings, details, themes, and key events in a text.	Academic Standards	2	Listening and Speaking		2.7.8	Listening and Speaking	Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a point of view or thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.	Retell stories, including characters, setting, and plot.
SAALLSQ.m	Identify characters, settings, details, themes, and key events in a text.	Academic Standards	2	Listening and Speaking			Listening and Speaking	Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a point of view or thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.	Recount experiences or present stories that:



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSQ.m	Identify characters, settings, details, themes, and key events in a text.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.7	Word Recognition, Fluency, and Vocabulary Development	Concepts About Print	Tell something that a favorite character does in a story.
SAALLSQ.m	Identify characters, settings, details, themes, and key events in a text.	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.7	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	Tell something that a favorite character does in a story.
SAALLSQ.m	Identify characters, settings, details, themes, and key events in a text.	Core Standards	K	3	Literary Text: Comprehension and Analysis		Literary Text: Comprehension and Analysis	Retell familiar stories correctly using vocabulary words and story elements (e.g., setting, characters, main events). Distinguish fantasy from reality.	
SAALLSQ.m	Identify characters, settings, details, themes, and key events in a text.	Core Standards	1	3	Literary Text: Comprehension and Analysis		Literary Text: Comprehension and Analysis	Identify and describe the plot (e.g., beginning, middle and end), setting and characters of a story. Make and confirm predictions about what will happen next in a story.	
SAALLSQ.n	Understand the concept and role of author and illustrator.	Academic Standards	K		Reading	K.2.1	Reading	Students identify the basic facts and ideas in what they have read, heard, or seen. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate nonfiction, such as alphabet books; picture books on science, social studies, mathematics and other subjects; and beginners' dictionaries.	Locate the title and the name of the author of a book.
SAALLSQ.n	Understand the concept and role of author and illustrator.	Academic Standards	1		Reading	1.2.1	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries.	Identify the title, author, illustrator, and table of contents of a reading selection.
SAALLSQ.n	Understand the concept and role of author and illustrator.	Academic Standards	1		Reading	1.3.2	Reading	Students read and respond to a wide variety of children's literature. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.	Describe the roles of authors and illustrators.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSQ.n	Understand the concept and role of author and illustrator.	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.1	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	Find named pictures or textures in book.
SAALLSQ.n	Understand the concept and role of author and illustrator.	Core Standards	K	2	Informational Text: Structure, Comprehension and Analysis		Informational Text: Structure, Comprehension and Analysis	Find the title and author of a text. Use pictures and text to draw conclusions and answer who, what and where questions.	
SAALLSQ.n	Understand the concept and role of author and illustrator.	Core Standards	1	2	Informational Text: Structure, Comprehension and Analysis		Informational Text: Structure, Comprehension and Analysis	Find the title, author and table of contents of a text. Identify the main idea and answer who, what, when, where, why and how questions with information from the text.	
SAALLSQ.o	Reinforce previously learned phonics principles.	Academic Standards	K		Reading	K.1.18	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Understand the alphabetic principle, which means that as letters in words change, so do the sounds.
SAALLSQ.o	Reinforce previously learned phonics principles.	Academic Standards	K		Writing	K.4.4	Writing	Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.	Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).
SAALLSQ.o	Reinforce previously learned phonics principles.	Academic Standards	K		Writing	K.6.2	Writing	Students begin to learn the written conventions of Standard English.	Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.
SAALLSQ.o	Reinforce previously learned phonics principles.	Academic Standards	2		Reading	2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SAALLSQ.o	Reinforce previously learned phonics principles.	Academic Standards	2		Reading	2.1.3	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Decode (sound out) regular words with more than one syllable (dinosaur, vacation). Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SAALLSQ.o	Reinforce previously learned phonics principles.	Academic Standards	2		Writing		Writing	Students write using Standard English conventions appropriate to this grade level.	Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SAALLSQ.o	Reinforce previously learned phonics principles.	Academic Standards	2		Writing		Writing	Students write using Standard English conventions appropriate to this grade level.	Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSQ.o	Reinforce previously learned phonics principles.	Academic Standards	2		Writing		Writing	Students write using Standard English conventions appropriate to this grade level.	Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SAALLSQ.o	Reinforce previously learned phonics principles.	Academic Standards	2		Writing		Writing	Students write using Standard English conventions appropriate to this grade level.	Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SAALLSQ.o	Reinforce previously learned phonics principles.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.7	Writing Conventions	Handwriting and Spelling	Write using phonetically spelled words.
SAALLSQ.o	Reinforce previously learned phonics principles.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SAALLSQ.o	Reinforce previously learned phonics principles.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.9	Writing Conventions	Handwriting and Spelling	Write more than one word correctly.
SAALLSQ.o	Reinforce previously learned phonics principles.	Core Standards	K	6	English Language Conventions		English Language Conventions	Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters. Spell independently using the sounds of letters of the alphabet.	Listen to stories read aloud and use the vocabulary in those stories in oral language.
SAALLSQ.q	Listen critically and responsively to stories read aloud.	Academic Standards	K		Reading	K.1.22	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Read one-syllable and high-frequency (often-heard) words by sight.
SAALLSQ.s	Reinforce previously learned high frequency words, both regular and irregular.	Academic Standards	K		Reading	K.1.15	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Read one-syllable and high-frequency (often-heard) words by sight.
SAALLSQ.s	Reinforce previously learned high frequency words, both regular and irregular.	Academic Standards	1		Reading	1.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common sight words (words that are often seen and heard).
SAALLSQ.s	Reinforce previously learned high frequency words, both regular and irregular.	Academic Standards	2		Writing	2.6.8	Writing	Students write using Standard English conventions appropriate to this grade level.	Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.
SAALLSQ.s	Reinforce previously learned high frequency words, both regular and irregular.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLWB	Understand the alphabetic principle (i.e., the use of letters and letter combinations to represent sounds in orthography).	Academic Standards	K		Writing	K.4.4	Writing	Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.	Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle). Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.
SAALLWB	Understand the alphabetic principle (i.e., the use of letters and letter combinations to represent sounds in orthography).	Academic Standards	K		Writing	K.6.2	Writing	Students begin to learn the written conventions of Standard English.	Write using phonetically spelled words.
SAALLWB	Understand the alphabetic principle (i.e., the use of letters and letter combinations to represent sounds in orthography).	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.7	Writing Conventions	Handwriting and Spelling	
SAALLWB	Understand the alphabetic principle (i.e., the use of letters and letter combinations to represent sounds in orthography).	Core Standards	K	6	English Language Conventions		English Language Conventions	Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters. Spell independently using the sounds of letters of the alphabet.	
SAALLWB	Learn and apply the most comon letter/sound .a correspondences to spelling and reading.	Academic Standards	K		Reading	K.1.14	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
SAALLWB	Learn and apply the most comon letter/sound .a correspondences to spelling and reading.	Academic Standards	K		Writing	K.4.4	Writing	Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.	Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle). Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.
SAALLWB	Learn and apply the most comon letter/sound .a correspondences to spelling and reading.	Academic Standards	K		Writing	K.6.2	Writing	Students begin to learn the written conventions of Standard English.	
SAALLWB	Learn and apply the most comon letter/sound .a correspondences to spelling and reading.	Academic Standards	1		Reading	1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SAALLWB	Learn and apply the most comon letter/sound .a correspondences to spelling and reading.	Academic Standards	1		Reading	1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLWB	Learn and apply the most comon letter/sound .a correspondences to spelling and reading.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SAALLWB	Learn and apply the most comon letter/sound .a correspondences to spelling and reading.	Academic Standards	1	Reading		1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SAALLWB	Learn and apply the most comon letter/sound .a correspondences to spelling and reading.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SAALLWB	Learn and apply the most comon letter/sound .a correspondences to spelling and reading.	Academic Standards	2	Reading		2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SAALLWB	Learn and apply the most comon letter/sound .a correspondences to spelling and reading.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SAALLWB	Learn and apply the most comon letter/sound .a correspondences to spelling and reading.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SAALLWB	Learn and apply the most comon letter/sound .a correspondences to spelling and reading.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SAALLWB	Learn and apply the most comon letter/sound .a correspondences to spelling and reading.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.7	Writing Conventions	Handwriting and Spelling	Write using phonetically spelled words.
SAALLWB	Learn and apply the most comon letter/sound .a correspondences to spelling and reading.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SAALLWB	Learn and apply the most comon letter/sound .a correspondences to spelling and reading.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLWB .a	Learn and apply the most comon letter/sound correspondences to spelling and reading.	Core Standards	K	6	English Language Conventions			Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters. Spell independently using the sounds of letters of the alphabet.	
SAALLWB .a	Learn and apply the most comon letter/sound correspondences to spelling and reading.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SAALLWB .b	Distinguish initial, medial, and final sounds in words.	Academic Standards	K		Reading	K.1.9	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
SAALLWB .b	Distinguish initial, medial, and final sounds in words.	Academic Standards	K		Reading	K.1.11	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to one-syllable words and tell the beginning or ending sounds.
SAALLWB .b	Distinguish initial, medial, and final sounds in words.	Academic Standards	1		Reading	1.1.4	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
SAALLWB .b	Distinguish initial, medial, and final sounds in words.	Academic Standards	2		Reading		Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SAALLWB .c	Blend phonemes (and their respective letters or letter combinations) into recognizable words.	Academic Standards	K		Reading	K.1.9	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
SAALLWB .c	Blend phonemes (and their respective letters or letter combinations) into recognizable words.	Academic Standards	K		Reading	K.1.18	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Understand the alphabetic principle, which means that as letters in words change, so do the sounds.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLWB .c words.	Blend phonemes (and their respective letters or letter combinations) into recognizable	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SAALLWB .c words.	Blend phonemes (and their respective letters or letter combinations) into recognizable	Academic Standards	1	Reading		1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SAALLWB .c words.	Blend phonemes (and their respective letters or letter combinations) into recognizable	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SAALLWB .c words.	Blend phonemes (and their respective letters or letter combinations) into recognizable	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SAALLWB .c words.	Blend phonemes (and their respective letters or letter combinations) into recognizable	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SAALLWB .c words.	Blend phonemes (and their respective letters or letter combinations) into recognizable	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SAALLWB .e automatic word recognition.	Practice building and reading words multiple times, leading to the creation of mental orthographic representations necessary for	Academic Standards	K	Reading		K.1.15	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Read one-syllable and high-frequency (often-heard) words by sight.
SAALLWB .e automatic word recognition.	Practice building and reading words multiple times, leading to the creation of mental orthographic representations necessary for	Academic Standards	1	Reading		1.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common sight words (words that are often seen and heard).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLWB.e	Practice building and reading words multiple times, leading to the creation of mental orthographic representations necessary for automatic word recognition.	Academic Standards	1	Reading		1.1.15	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read aloud smoothly and easily in familiar text.
SAALLWB.e	Practice building and reading words multiple times, leading to the creation of mental orthographic representations necessary for automatic word recognition.	Academic Standards	2	Reading		2.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Identify and correctly use regular plural words (mountain/mountains) and irregular plural words (child/children, mouse/mice).
SAALLWB.e	Practice building and reading words multiple times, leading to the creation of mental orthographic representations necessary for automatic word recognition.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SAALLWB.e	Practice building and reading words multiple times, leading to the creation of mental orthographic representations necessary for automatic word recognition.	Core Standards	2	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use features of words (e.g., common word parts, sound/symbol relationships, spelling patterns) to decode unknown words. Identify common synonyms, antonyms and compound words. Read aloud grade-level-appropriate literary and informational texts with appropriate changes in voice and expression.	
SAALLWM	Read regular and irregular words automatically through multiple opportunities for reading and re-reading.	Academic Standards	K	Reading		K.1.15	Reading	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	Read one-syllable and high-frequency (often-heard) words by sight.
SAALLWM	Read regular and irregular words automatically through multiple opportunities for reading and re-reading.	Academic Standards	1	Reading		1.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common sight words (words that are often seen and heard).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLWM	Read regular and irregular words automatically through multiple opportunities for reading and re-reading.	Academic Standards	1	Reading		1.1.15	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read aloud smoothly and easily in familiar text.
SAALLWM	Read regular and irregular words automatically through multiple opportunities for reading and re-reading.	Academic Standards	2	Reading		2.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Identify and correctly use regular plural words (mountain/mountains) and irregular plural words (child/children, mouse/mice).
SAALLWM	Read regular and irregular words automatically through multiple opportunities for reading and re-reading.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SAALLWM	Read regular and irregular words automatically through multiple opportunities for reading and re-reading.	Core Standards	2	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use features of words (e.g., common word parts, sound/symbol relationships, spelling patterns) to decode unknown words. Identify common synonyms, antonyms and compound words. Read aloud grade-level-appropriate literary and informational texts with appropriate changes in voice and expression.	
SA01.01.b	Understand the difference between vowels and consonants.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA01.01.b	Understand the difference between vowels and consonants.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters. Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA01.01.b	Understand the difference between vowels and consonants.	Academic Standards	2	Writing			Writing	Students write using Standard English conventions appropriate to this grade level.	Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA01.01.b	Understand the difference between vowels and consonants.	Academic Standards	2	Writing			Writing	Students write using Standard English conventions appropriate to this grade level.	Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA02.02.b	Understand the difference between vowels and consonants.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA02.02.b	Understand the difference between vowels and consonants.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters. Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA02.02.b	Understand the difference between vowels and consonants.	Academic Standards	2	Writing			Writing	Students write using Standard English conventions appropriate to this grade level.	Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA02.02.b	Understand the difference between vowels and consonants.	Academic Standards	2	Writing			Writing	Students write using Standard English conventions appropriate to this grade level.	Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.03	Identify short a sound and consonant letter sounds /c/, /f/, /m/, /n/, /p/, /t/, and /v/.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.03	Identify short a sound and consonant letter sounds /c/, /f/, /m/, /n/, /p/, /t/, and /v/.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.03	Identify short a sound and consonant letter sounds /c/, /f/, /m/, /n/, /p/, /t/, and /v/.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.04	Review short a sound and consonant sounds /c/, /f/, /m/, /n/, /p/, /t/, /v/.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.04	Review short a sound and consonant sounds /c/, /f/, /m/, /n/, /p/, /t/, /v/.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.04	Review short a sound and consonant sounds /c/, /f/, /m/, /n/, /p/, /t/, /l/.	Academic Standards	2	Reading				Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.04.c	Add s to the end of words to make them plural.	Academic Standards	1	Writing		1.6.3	Writing	Students write using Standard English conventions appropriate to this grade level.	Identify and correctly use singular and plural nouns (dog/dogs).
SA03.04.c	Add s to the end of words to make them plural.	Academic Standards	2	Reading		2.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Identify and correctly use regular plural words (mountain/mountains) and irregular plural words (child/children, mouse/mice).
SA03.04.d	Form three letter words with a,c,f,m,n,p,r,t,and z.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA03.04.d	Form three letter words with a,c,f,m,n,p,r,t,and z.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA03.04.d	Form three letter words with a,c,f,m,n,p,r,t,and z.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA03.05.b	Form three letter words with l,d,g,m,n,p,r, and t.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA03.05.b	Form three letter words with l,d,g,m,n,p,r, and t.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA03.05.b	Form three letter words with l,d,g,m,n,p,r, and t.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.06.a	Form two and three letter words with l and one or two consonants.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA03.06.a	Form two and three letter words with l and one or two consonants.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA03.06.a	Form two and three letter words with l and one or two consonants.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA03.07	Review the short a and short i letter sounds.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.07	Review the short a and short i letter sounds.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.07	Review the short a and short i letter sounds.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.07	Review the short a and short i letter sounds.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SA03.07	Review the short a and short i letter sounds.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.07	Review the short a and short i letter sounds.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.07.a	Form three-letter words with short a, short l and b,m,r and t.	Academic Standards	1		Reading	1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA03.07.a	Form three-letter words with short a, short l and b,m,r and t.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA03.07.a	Form three-letter words with short a, short l and b,m,r and t.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA03.08	Review the short a and short i letter sounds.	Academic Standards	1		Reading	1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.08	Review the short a and short i letter sounds.	Academic Standards	1		Reading	1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.08	Review the short a and short i letter sounds.	Academic Standards	2		Reading		Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.08	Review the short a and short i letter sounds.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.08	Review the short a and short i letter sounds.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA03.08	Review the short a and short i letter sounds.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.10	Review the short o letter sound.	Academic Standards	1		Reading	1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.10	Review the short o letter sound.	Academic Standards	1		Reading	1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.10	Review the short o letter sound.	Academic Standards Foundations to the Indiana Academic Standards	2		Reading		Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.10	Review the short o letter sound.	Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SA03.10	Review the short o letter sound.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.10	Review the short o letter sound.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.10.b	Begin proper names with a capital letter.	Academic Standards	1	Writing		1.6.7	Writing	Students write using Standard English conventions appropriate to this grade level.	Capitalize the first word of a sentence, names of people, and the pronoun I. Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
SA03.10.b	Begin proper names with a capital letter.	Academic Standards	2	Writing		2.6.7	Writing	Students write using Standard English conventions appropriate to this grade level.	
SA03.11	Review the short o and short I letter sounds.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.11	Review the short o and short I letter sounds.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.11	Review the short o and short I letter sounds.	Academic Standards Foundations to the Indiana	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.11	Review the short o and short I letter sounds.	Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SA03.11	Review the short o and short I letter sounds.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.11	Review the short o and short I letter sounds.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.12	Review short a, short i, and short o letter sounds.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.12	Review short a, short i, and short o letter sounds.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.12	Review short a, short i, and short o letter sounds.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.12	Review short a, short i, and short o letter sounds.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SA03.12	Review short a, short i, and short o letter sounds.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA03.12	Review short a, short i, and short o letter sounds.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.13	Review the short e vowel sound.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.13	Review the short e vowel sound.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.13	Review the short e vowel sound.	Academic Standards Foundations to the Indiana Academic Standards	2	Reading	Word Recognition, Fluency, and Vocabulary Development		Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.13	Review the short e vowel sound.	Academic Standards	PK	F.1	Word Recognition, Fluency and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SA03.13	Review the short e vowel sound.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA03.13	Review the short e vowel sound.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.14	Review the short e vowel sound.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.14	Review the short e vowel sound.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA03.14	Review the short e vowel sound.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA03.14	Review the short e vowel sound.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SA03.14	Review the short e vowel sound.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA03.14	Review the short e vowel sound.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.15	Review the short a, short l, and short o vowel sounds.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA03.15	Review the short a, short l, and short o vowel sounds.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA03.15	Review the short a, short l, and short o vowel sounds.	Academic Standards Foundations to the Indiana Academic Standards	2		Reading Word Recognition, Fluency, and Vocabulary Development		Reading Word Recognition, Fluency, and Vocabulary Development	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by: Generate sounds from letters.
SA03.15	Review the short a, short l, and short o vowel sounds.	Academic Standards	PK	F.1	Reading Word Recognition, Fluency, and Vocabulary Development	F.1.17	Reading Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	
SA03.15	Review the short a, short l, and short o vowel sounds.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA03.15	Review the short a, short l, and short o vowel sounds.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA03.16.b	Review possessives with proper names.	Academic Standards	1		Writing	1.6.5	Writing	Students write using Standard English conventions appropriate to this grade level.	Identify and correctly write possessive nouns (cat's meow, girls' dresses) and possessive pronouns (my/mine, his/hers).
SA04.21	Read words with the long vowel/silent e rule.	Academic Standards	1		Reading	1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA04.21	Read words with the long vowel/silent e rule.	Academic Standards	1		Reading	1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA04.21	Read words with the long vowel/silent e rule.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA04.21	Read words with the long vowel/silent e rule.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA04.21.a	Build consonant-vowel-consonant words with the long a/silent e combination.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA04.21.a	Build consonant-vowel-consonant words with the long a/silent e combination.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA04.21.a	Build consonant-vowel-consonant words with the long a/silent e combination.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA04.21.a	Build consonant-vowel-consonant words with the long a/silent e combination.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA04.22	Read more words with the long vowel/silent e rule.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA04.22	Read more words with the long vowel/silent e rule.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA04.22	Read more words with the long vowel/silent e rule.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA04.22	Read more words with the long vowel/silent e rule.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA04.22.a	Build consonant-vowel-consonant words with the long a/silent e combination.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA04.22.a	Build consonant-vowel-consonant words with the long a/silent e combination.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA04.22.a	Build consonant-vowel-consonant words with the long a/silent e combination.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA04.22.a	Build consonant-vowel-consonant words with the long a/silent e combination.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA04.23	Build consonant-vowel-consonant words with the long i/silent e combination.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA04.23	Build consonant-vowel -consonant words with the long i/silent e combination.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA04.23	Build consonant-vowel -consonant words with the long i/silent e combination.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA04.23	Build consonant-vowel -consonant words with the long i/silent e combination.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA04.24	Build consonant-vowel -consonant-silent e words with the long i/silent e combination.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA04.24	Build consonant-vowel -consonant-silent e words with the long i/silent e combination.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA04.24	Build consonant-vowel -consonant-silent e words with the long i/silent e combination.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA04.24	Build consonant-vowel -consonant-silent e words with the long i/silent e combination.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA04.25	Build consonant-vowel-consonant-silent e words with the long o/silent e combination.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA04.25	Build consonant-vowel-consonant-silent e words with the long o/silent e combination.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA04.25	Build consonant-vowel-consonant-silent e words with the long o/silent e combination.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA04.25	Build consonant-vowel-consonant-silent e words with the long o/silent e combination.	Academic Standards	2	Reading				Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA04.26	Build consonant-vowel-consonant-silent e words with the long o/silent e combination.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA04.26	Build consonant-vowel-consonant-silent e words with the long o/silent e combination.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA04.26	Build consonant-vowel-consonant-silent e words with the long o/silent e combination.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA04.26	Build consonant-vowel-consonant-silent e words with the long o/silent e combination.	Academic Standards	2	Reading				Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA04.27	Build consonant-vowel-consonant-silent e words with the long u/silent e combination.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA04.27	Build consonant-vowel-consonant-silent e words with the long u/silent e combination.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA04.27	Build consonant-vowel-consonant-silent e words with the long u/silent e combination.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA04.27	Build consonant-vowel-consonant-silent e words with the long u/silent e combination.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA04.28	Review consonant-vowel-consonant-silent e words with the a_e and o_e combination.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA04.28	Review consonant-vowel-consonant-silent e words with the a_e and o_e combination.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA04.28	Review consonant-vowel-consonant-silent e words with the a_e and o_e combination.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA04.28	Review consonant-vowel-consonant-silent e words with the a_e and o_e combination.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA04.28.a	Build consonant-vowel-consonant-silent e words with the e_e combination.	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA04.28.a	Build consonant-vowel-consonant-silent e words with the e_e combination.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA04.28.a	Build consonant-vowel-consonant-silent e words with the e_e combination.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA04.28.a	Build consonant-vowel-consonant-silent e words with the e_e combination.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA04.28.b	Review short words that end with long e .	Academic Standards	1	Reading		1.1.5	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize different vowel sounds in orally stated single-syllable words.
SA04.28.b	Review short words that end with long e .	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA04.28.b	Review short words that end with long e .	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA04.28.b	Review short words that end with long e .	Academic Standards	2		Reading			Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA05.29	Read words that have consonant blends.	Academic Standards	1		Reading	1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SA05.29	Read words that have consonant blends.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA05.29.a	Build words with beginning consonant blends.	Academic Standards	1		Reading	1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA05.29.a	Build words with beginning consonant blends.	Academic Standards	1		Reading	1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SA05.29.a	Build words with beginning consonant blends.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA05.29.a	Build words with beginning consonant blends.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA05.29.a	Build words with beginning consonant blends.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA05.30	Read words that have consonant blends.	Academic Standards	1		Reading	1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SA05.30	Read words that have consonant blends.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA05.30.a	Build words that end with consonant blends.	Academic Standards	1		Reading	1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA05.30.a	Build words that end with consonant blends.	Academic Standards	1		Reading	1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SA05.30.a	Build words that end with consonant blends.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA05.30.a	Build words that end with consonant blends.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA05.30.a	Build words that end with consonant blends.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA05.31	Read words that have consonant blends.	Academic Standards	1		Reading	1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SA05.31	Read words that have consonant blends.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA05.31.a	Build words with beginning consonant blends, ending consonant blends, and both beginning and ending consonant blends.	Academic Standards	1		Reading	1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SA05.31.a	Build words with beginning consonant blends, ending consonant blends, and both beginning and ending consonant blends.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA06.32	Read words that have consonant digraphs.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA06.32.a	Build words with the consonant digraph sh.	Academic Standards	1		Reading	1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA06.32.a	Build words with the consonant digraph sh.	Academic Standards	1		Reading	1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SA06.32.a	Build words with the consonant digraph sh.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA06.33.a	Read words with the consonant digraph sh.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA06.34	Read words that have the consonant digraph ch.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA06.34.a	Build words with the consonant digraph ch.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA06.35	Read words that have the consonant digraph th.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA06.35.a	Build words with the consonant digraph th.	Academic Standards	1		Reading	1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA06.35.a	Build words with the consonant digraph th.	Academic Standards	1		Reading	1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SA06.35.a	Build words with the consonant digraph th.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA06.36	Read the consonant digraph wh and its two pronunciations.	Academic Standards	1		Reading	1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA06.36	Read the consonant digraph wh and its two pronunciations.	Academic Standards	1		Reading	1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SA06.36	Read the consonant digraph wh and its two pronunciations.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA06.36.a	Build words that begin with wh.	Academic Standards	1		Reading	1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA06.36.a	Build words that begin with wh.	Academic Standards	1		Reading	1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SA06.36.a	Build words that begin with wh.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA06.36.a	Build words that begin with wh.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA06.36.a	Build words that begin with wh.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA06.37	Learn about the consonant digraph ck.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA06.37.a	Explore words that end with ck.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA06.37.a	Explore words that end with ck.	Academic Standards	1	Reading		1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SA06.37.a	Explore words that end with ck.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA06.38	Learn about the consonant digraph tch.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA06.38.a	Read words that end with tch.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA06.38.a	Read words that end with tch.	Academic Standards	1		Reading	1.1.10	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
SA06.38.a	Read words that end with tch.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA06.39	Learn about the consonant digraph dge.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA06.39.a	Read words that end with dge.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA07.40	Learn words that have r-controlled vowels.	Academic Standards	1		Reading	1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA07.40.a	Build words with the ar letter sound	Academic Standards	1		Reading	1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA07.41	Explore words that have r-controlled vowels.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA07.41.a	Build words with the /or/ sound.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA07.42	Explore words that have r-controlled vowels.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA07.42.a	Build words with the /ir/, /er/, and /ur/ sound.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.47	Explore vowel digraphs.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.47	Explore vowel digraphs.	Academic Standards	2		Reading	2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SA09.47	Explore vowel digraphs.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.47	Explore vowel digraphs.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA09.47.a	Build words with the vowel digraph ee.	Academic Standards	1		Reading	1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA09.47.a	Build words with the vowel digraph ee.	Academic Standards	1		Reading	1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.47.a	Build words with the vowel digraph ee.	Academic Standards	2		Reading	2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading. Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA09.47.a	Build words with the vowel digraph ee.	Academic Standards	2		Writing		Writing	Students write using Standard English conventions appropriate to this grade level.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.47.a	Build words with the vowel digraph ee.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SA09.47.a	Build words with the vowel digraph ee.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA09.47.a	Build words with the vowel digraph ee.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA09.47.a	Build words with the vowel digraph ee.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.47.a	Build words with the vowel digraph ee.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA09.47.a	Build words with the vowel digraph ee.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA09.48	Explore vowel digraphs.	Academic Standards	1		Reading	1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.48	Explore vowel digraphs.	Academic Standards	2		Reading	2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SA09.48	Explore vowel digraphs.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.48	Explore vowel digraphs.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.48.a	Build words with the vowel digraph ea.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA09.48.a	Build words with the vowel digraph ea.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.48.a	Build words with the vowel digraph ea.	Academic Standards	2	Reading		2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading. Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA09.48.a	Build words with the vowel digraph ea.	Academic Standards Foundations to the Indiana Academic Standards	2	Writing	Word Recognition, Fluency, and Vocabulary Development		Writing Word Recognition, Fluency, and Vocabulary Development	Students write using Standard English conventions appropriate to this grade level.	Generate sounds from letters.
SA09.48.a	Build words with the vowel digraph ea.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA09.48.a	Build words with the vowel digraph ea.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA09.48.a	Build words with the vowel digraph ea.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA09.48.a	Build words with the vowel digraph ea.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.48.a	Build words with the vowel digraph ea.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.48.a	Build words with the vowel digraph ea.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA09.49	Explore vowel digraphs.	Academic Standards	1		Reading	1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.49	Explore vowel digraphs.	Academic Standards	2		Reading	2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SA09.49	Explore vowel digraphs.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.49	Explore vowel digraphs.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA09.49.a	Build words with the vowel digraph ai.	Academic Standards	1		Reading	1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.49.a	Build words with the vowel digraph ai.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.49.a	Build words with the vowel digraph ai.	Academic Standards	2	Reading		2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading. Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA09.49.a	Build words with the vowel digraph ai.	Academic Standards Foundations to the Indiana Academic Standards	2	Writing	Word Recognition, Fluency, and Vocabulary Development		Writing Word Recognition, Fluency, and Vocabulary Development	Students write using Standard English conventions appropriate to this grade level.	Generate sounds from letters.
SA09.49.a	Build words with the vowel digraph ai.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA09.49.a	Build words with the vowel digraph ai.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA09.49.a	Build words with the vowel digraph ai.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA09.49.a	Build words with the vowel digraph ai.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.49.a	Build words with the vowel digraph ai.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA09.49.a	Build words with the vowel digraph ai.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.50	Explore vowel digraphs.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.50	Explore vowel digraphs.	Academic Standards	2	Reading		2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SA09.50	Explore vowel digraphs.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.50	Explore vowel digraphs.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA09.50.a	Build words with the vowel digraph ay.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA09.50.a	Build words with the vowel digraph ay.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.50.a	Build words with the vowel digraph ay.	Academic Standards	2		Reading	2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading. Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA09.50.a	Build words with the vowel digraph ay.	Academic Standards Foundations to the Indiana Academic Standards	2		Writing Word Recognition, Fluency, and Vocabulary Development		Writing Word Recognition, Fluency, and Vocabulary Development	Students write using Standard English conventions appropriate to this grade level.	Generate sounds from letters.
SA09.50.a	Build words with the vowel digraph ay.	Academic Standards Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Phonological Awareness		Generate and blend the sounds of letter patterns into recognizable words.
SA09.50.a	Build words with the vowel digraph ay.	Academic Standards Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Phonological Awareness		Generate and blend the sounds of letter patterns into recognizable words.
SA09.50.a	Build words with the vowel digraph ay.	Academic Standards Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Decoding and Word Recognition		Generate and blend the sounds of letter patterns into recognizable words.
SA09.50.a	Build words with the vowel digraph ay.	Academic Standards Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Handwriting and Spelling		Use different combinations of letters to achieve sounds.
SA09.50.a	Build words with the vowel digraph ay.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA09.50.a	Build words with the vowel digraph ay.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA09.51	Explore vowel digraphs.	Academic Standards	1		Reading	1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.51	Explore vowel digraphs.	Academic Standards	2		Reading	2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SA09.51	Explore vowel digraphs.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.51	Explore vowel digraphs.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA09.51.a	Build words with the vowel digraph oa.	Academic Standards	1		Reading	1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA09.51.a	Build words with the vowel digraph oa.	Academic Standards	1		Reading	1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.51.a	Build words with the vowel digraph oa.	Academic Standards	2		Reading	2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading. Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA09.51.a	Build words with the vowel digraph oa.	Academic Standards	2		Writing		Writing	Students write using Standard English conventions appropriate to this grade level.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.51.a	Build words with the vowel digraph oa.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SA09.51.a	Build words with the vowel digraph oa.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA09.51.a	Build words with the vowel digraph oa.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA09.51.a	Build words with the vowel digraph oa.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.51.a	Build words with the vowel digraph oa.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA09.51.a	Build words with the vowel digraph oa.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA09.52	Explore vowel digraphs.	Academic Standards	1		Reading	1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.52	Explore vowel digraphs.	Academic Standards	2		Reading	2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SA09.52	Explore vowel digraphs.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.52	Explore vowel digraphs.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.52.a	Build words with the vowel digraph ou.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA09.52.a	Build words with the vowel digraph ou.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.52.a	Build words with the vowel digraph ou.	Academic Standards	2	Reading		2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading. Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA09.52.a	Build words with the vowel digraph ou.	Academic Standards Foundations to the Indiana Academic Standards	2	Writing	Word Recognition, Fluency, and Vocabulary Development		Writing Word Recognition, Fluency, and Vocabulary Development	Students write using Standard English conventions appropriate to this grade level.	Generate sounds from letters.
SA09.52.a	Build words with the vowel digraph ou.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA09.52.a	Build words with the vowel digraph ou.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA09.52.a	Build words with the vowel digraph ou.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA09.52.a	Build words with the vowel digraph ou.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.52.a	Build words with the vowel digraph ou.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.52.a	Build words with the vowel digraph ou.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA09.53	Explore vowel digraphs.	Academic Standards	1		Reading	1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.53	Explore vowel digraphs.	Academic Standards	2		Reading	2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SA09.53	Explore vowel digraphs.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.53	Explore vowel digraphs.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA09.53.a	Build words with the vowel digraph oo (as in moon).	Academic Standards	1		Reading	1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.53.a	Build words with the vowel digraph oo (as in moon).	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.53.a	Build words with the vowel digraph oo (as in moon).	Academic Standards	2	Reading		2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading. Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA09.53.a	Build words with the vowel digraph oo (as in moon).	Academic Standards	2	Writing	Word Recognition, Fluency, and Vocabulary Development		Writing Word Recognition, Fluency, and Vocabulary Development	Students write using Standard English conventions appropriate to this grade level.	Generate sounds from letters.
SA09.53.a	Build words with the vowel digraph oo (as in moon).	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Phonological Awareness		Generate and blend the sounds of letter patterns into recognizable words.
SA09.53.a	Build words with the vowel digraph oo (as in moon).	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Phonological Awareness		Generate and blend the sounds of letter patterns into recognizable words.
SA09.53.a	Build words with the vowel digraph oo (as in moon).	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Decoding and Word Recognition		Generate and blend the sounds of letter patterns into recognizable words.
SA09.53.a	Build words with the vowel digraph oo (as in moon).	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Handwriting and Spelling		Use different combinations of letters to achieve sounds.
SA09.53.a	Build words with the vowel digraph oo (as in moon).	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA09.53.a	Build words with the vowel digraph oo (as in moon).	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.53.b	Explore y as a vowel with the long e sound at the end of two-syllable words.	Academic Standards	1	Reading		1.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that vowels' sounds can be represented by different letters.
SA09.53.b	Explore y as a vowel with the long e sound at the end of two-syllable words.	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA09.54	Explore vowel digraphs.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.54	Explore vowel digraphs.	Academic Standards	2	Reading		2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SA09.54	Explore vowel digraphs.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.54	Explore vowel digraphs.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.54.a	Build words with the vowel digraph oo (as in foot).	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA09.54.a	Build words with the vowel digraph oo (as in foot).	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.54.a	Build words with the vowel digraph oo (as in foot).	Academic Standards	2	Reading		2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading. Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA09.54.a	Build words with the vowel digraph oo (as in foot).	Academic Standards Foundations to the Indiana Academic Standards	2	Writing	Writing Word Recognition, Fluency, and Vocabulary Development		Writing Word Recognition, Fluency, and Vocabulary Development	Students write using Standard English conventions appropriate to this grade level.	Generate sounds from letters.
SA09.54.a	Build words with the vowel digraph oo (as in foot).	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA09.54.a	Build words with the vowel digraph oo (as in foot).	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA09.54.a	Build words with the vowel digraph oo (as in foot).	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA09.54.a	Build words with the vowel digraph oo (as in foot).	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.54.a	Build words with the vowel digraph oo (as in foot).	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.54.a	Build words with the vowel digraph oo (as in foot).	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA09.55	Explore vowel digraphs.	Academic Standards	1		Reading	1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.55	Explore vowel digraphs.	Academic Standards	2		Reading	2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SA09.55	Explore vowel digraphs.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.55	Explore vowel digraphs.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA09.55.a	Build words with the vowel digraph oi.	Academic Standards	1		Reading	1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.55.a	Build words with the vowel digraph oi.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.55.a	Build words with the vowel digraph oi.	Academic Standards	2	Reading		2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading. Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA09.55.a	Build words with the vowel digraph oi.	Academic Standards Foundations to the Indiana Academic Standards	2	Writing	Word Recognition, Fluency, and Vocabulary Development		Writing Word Recognition, Fluency, and Vocabulary Development	Students write using Standard English conventions appropriate to this grade level.	Generate sounds from letters.
SA09.55.a	Build words with the vowel digraph oi.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA09.55.a	Build words with the vowel digraph oi.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA09.55.a	Build words with the vowel digraph oi.	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA09.55.a	Build words with the vowel digraph oi.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.55.a	Build words with the vowel digraph oi.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA09.55.a	Build words with the vowel digraph oi.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.56	Explore vowel digraphs.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.56	Explore vowel digraphs.	Academic Standards	2	Reading		2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SA09.56	Explore vowel digraphs.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.56	Explore vowel digraphs.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA09.56.a	Build words with the vowel digraph oy.	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA09.56.a	Build words with the vowel digraph oy.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.56.a	Build words with the vowel digraph oy.	Academic Standards	2	Reading		2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading. Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA09.56.a	Build words with the vowel digraph oy.	Academic Standards Foundations to the Indiana Academic Standards	2	Writing	Word Recognition, Fluency, and Vocabulary Development		Writing Word Recognition, Fluency, and Vocabulary Development	Students write using Standard English conventions appropriate to this grade level.	Generate sounds from letters.
SA09.56.a	Build words with the vowel digraph oy.	Academic Standards Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Phonological Awareness		Generate and blend the sounds of letter patterns into recognizable words.
SA09.56.a	Build words with the vowel digraph oy.	Academic Standards Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Phonological Awareness		Generate and blend the sounds of letter patterns into recognizable words.
SA09.56.a	Build words with the vowel digraph oy.	Academic Standards Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Decoding and Word Recognition		Generate and blend the sounds of letter patterns into recognizable words.
SA09.56.a	Build words with the vowel digraph oy.	Academic Standards Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Handwriting and Spelling		Use different combinations of letters to achieve sounds.
SA09.56.a	Build words with the vowel digraph oy.	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA09.56.a	Build words with the vowel digraph oy.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA09.57	Explore vowel digraphs.	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.57	Explore vowel digraphs.	Academic Standards	2		Reading	2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SA09.57	Explore vowel digraphs.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.57	Explore vowel digraphs.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA09.57.a	Build words with the vowel digraph ow (as in cow).	Academic Standards	1		Reading	1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA09.57.a	Build words with the vowel digraph ow (as in cow).	Academic Standards	1		Reading	1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.57.a	Build words with the vowel digraph ow (as in cow).	Academic Standards	2		Reading	2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading. Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA09.57.a	Build words with the vowel digraph ow (as in cow).	Academic Standards	2		Writing		Writing	Students write using Standard English conventions appropriate to this grade level.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.57.a	Build words with the vowel digraph ow (as in cow).	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate sounds from letters.
SA09.57.a	Build words with the vowel digraph ow (as in cow).	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA09.57.a	Build words with the vowel digraph ow (as in cow).	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition	Generate and blend the sounds of letter patterns into recognizable words.
SA09.57.a	Build words with the vowel digraph ow (as in cow).	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.57.a	Build words with the vowel digraph ow (as in cow).	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	
SA09.57.a	Build words with the vowel digraph ow (as in cow).	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA09.58	Explore vowel digraphs.	Academic Standards	1		Reading	1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.58	Explore vowel digraphs.	Academic Standards	2		Reading	2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SA09.58	Explore vowel digraphs.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.58	Explore vowel digraphs.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.58.a	Build words with the vowel digraph ow (as in show).	Academic Standards	1	Reading		1.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Blend two to four phonemes (sounds) into recognizable words.
SA09.58.a	Build words with the vowel digraph ow (as in show).	Academic Standards	1	Reading		1.1.13	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).
SA09.58.a	Build words with the vowel digraph ow (as in show).	Academic Standards	2	Reading		2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading. Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
SA09.58.a	Build words with the vowel digraph ow (as in show).	Academic Standards Foundations to the Indiana Academic Standards	2	Writing	Word Recognition, Fluency, and Vocabulary Development	F.1.17	Writing Word Recognition, Fluency, and Vocabulary Development	Students write using Standard English conventions appropriate to this grade level.	Generate sounds from letters.
SA09.58.a	Build words with the vowel digraph ow (as in show).	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.22	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA09.58.a	Build words with the vowel digraph ow (as in show).	Foundations to the Indiana Academic Standards	PK	F.1	Word Recognition, Fluency, and Vocabulary Development	F.1.28	Word Recognition, Fluency, and Vocabulary Development	Phonological Awareness	Generate and blend the sounds of letter patterns into recognizable words.
SA09.58.a	Build words with the vowel digraph ow (as in show).	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Decoding and Word Recognition	Use different combinations of letters to achieve sounds.
SA09.58.a	Build words with the vowel digraph ow (as in show).	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA09.58.a	Build words with the vowel digraph ow (as in show).	Core Standards	K	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).	



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA09.58.a	Build words with the vowel digraph ow (as in show).	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA10.59	Explore compound words.	Academic Standards	1	Reading		1.1.16	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).
SA10.59	Explore compound words.	Academic Standards	2	Reading		2.1.8	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).
SA10.59	Explore compound words.	Core Standards	2	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use features of words (e.g., common word parts, sound/symbol relationships, spelling patterns) to decode unknown words. Identify common synonyms, antonyms and compound words. Read aloud grade-level-appropriate literary and informational texts with appropriate changes in voice and expression.	
SA10.60.a	Build words with the suffixes ed and ing.	Academic Standards	1	Reading		1.1.17	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read and understand root words (look) and their inflectional forms (looks, looked, looking).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA10.60.a	Build words with the suffixes ed and ing.	Academic Standards	2	Reading		2.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
SA10.60.b	Double final letters before adding suffixes that begin with vowels.	Academic Standards	1	Reading		1.1.17	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read and understand root words (look) and their inflectional forms (looks, looked, looking).
SA10.60.b	Double final letters before adding suffixes that begin with vowels.	Academic Standards	2	Reading		2.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
SA10.61.a	Build words with the suffixes es and s.	Academic Standards	1	Reading		1.1.17	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read and understand root words (look) and their inflectional forms (looks, looked, looking).
SA10.61.a	Build words with the suffixes es and s.	Academic Standards	2	Reading		2.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA10.62.a	Build words with the suffixes er and est.	Academic Standards	1	Reading		1.1.17	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read and understand root words (look) and their inflectional forms (looks, looked, looking).
SA10.62.a	Build words with the suffixes er and est.	Academic Standards	2	Reading		2.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
SA10.63.a	Build words with the suffixes ly, less, and ful.	Academic Standards	1	Reading		1.1.17	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read and understand root words (look) and their inflectional forms (looks, looked, looking).
SA10.63.a	Build words with the suffixes ly, less, and ful.	Academic Standards	2	Reading		2.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
SA10.64	Learn vowel suffix rules.	Academic Standards	1	Reading		1.1.17	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read and understand root words (look) and their inflectional forms (looks, looked, looking).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA10.64	Learn vowel suffix rules.	Academic Standards	2	Reading		2.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
SA10.64	Learn vowel suffix rules.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA11.67	Identify contractions.	Academic Standards	1	Reading		1.1.16	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading. Students write using Standard English conventions appropriate to this grade level.	Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't). Identify and correctly write contractions (isn't, aren't, can't).
SA11.67	Identify contractions.	Academic Standards	1	Writing		1.6.4	Writing		Identify and correctly write possessive nouns (cat's meow, girls' dresses) and possessive pronouns (my/mine, his/hers).
SA11.69	Build possessives using apostrophe and s with proper nouns and common nouns to show possession.	Academic Standards	1	Writing		1.6.5	Writing	Students write using Standard English conventions appropriate to this grade level.	Identify and correctly write possessive nouns (cat's meow, girls' dresses) and possessive pronouns (my/mine, his/hers).
SA11.69.a	Explore possessives using possessive pronouns.	Academic Standards	1	Writing		1.6.5	Writing	Students write using Standard English conventions appropriate to this grade level.	
SAALLN.c	Fluency (modeling for prosody, phrasing, intonation)	Academic Standards	1	Reading		1.1.15	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read aloud smoothly and easily in familiar text.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLN.c	Fluency (modeling for prosody, phrasing, intonation)	Core Standards	2	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use features of words (e.g., common word parts, sound/symbol relationships, spelling patterns) to decode unknown words. Identify common synonyms, antonyms and compound words. Read aloud grade-level-appropriate literary and informational texts with appropriate changes in voice and expression.	
SAALLN.d	Punctuation	Academic Standards	1	Reading		1.1.3	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points. Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.
SAALLN.d	Punctuation	Academic Standards	1	Writing		1.6.6	Writing	Students write using Standard English conventions appropriate to this grade level.	Capitalize the first word of a sentence, names of people, and the pronoun I.
SAALLN.e	Capitalization	Academic Standards	1	Writing		1.6.7	Writing	Students write using Standard English conventions appropriate to this grade level.	Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
SAALLN.e	Capitalization	Academic Standards	2	Writing		2.6.7	Writing	Students write using Standard English conventions appropriate to this grade level.	
SAALLRM.b	Build words in families (e.g., cake, lake, sake, make, take, bake, rake).	Academic Standards	1	Reading		1.1.8	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Add, delete, or change sounds to change words.
SAALLRM.b	Build words in families (e.g., cake, lake, sake, make, take, bake, rake).	Academic Standards	1	Reading		1.1.14	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common word patterns (-ite, -ate).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLRM.b	Build words in families (e.g., cake, lake, sake, make, take, bake, rake).	Academic Standards	2	Reading		2.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Know and use common word families (such as -ale, -est, -ine, -ock, -ump) when reading unfamiliar words.
SAALLRM.c	Understand and apply concept of reading by analogy to increase automaticity (e.g., if I can read bake, then I can read lake.)	Academic Standards	1	Reading		1.1.8	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Add, delete, or change sounds to change words.
SAALLRM.c	Understand and apply concept of reading by analogy to increase automaticity (e.g., if I can read bake, then I can read lake.)	Academic Standards	1	Reading		1.1.14	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read common word patterns (-ite, -ate).
SAALLRM.c	Understand and apply concept of reading by analogy to increase automaticity (e.g., if I can read bake, then I can read lake.)	Academic Standards	2	Reading		2.1.11	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Know and use common word families (such as -ale, -est, -ine, -ock, -ump) when reading unfamiliar words.
SAALLSB.I	Learn new vocabulary in context.	Academic Standards	1	Reading		1.2.5	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries.	Use context (the meaning of the surrounding text) to understand word and sentence meanings.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSB.I	Learn new vocabulary in context.	Academic Standards	2	Reading		2.2.9	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials.	Use context (the meaning of the surrounding text) to understand word and sentence meanings.
SAALLSD.c	Fluency (modeling for prosody, phrasing, intonation)	Academic Standards	1	Reading		1.1.15	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read aloud smoothly and easily in familiar text.
SAALLSD.c	Fluency (modeling for prosody, phrasing, intonation)	Academic Standards	2	Reading		2.1.6	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read aloud fluently and accurately with appropriate changes in voice and expression.
SAALLSD.c	Fluency (modeling for prosody, phrasing, intonation)	Foundations to the Indiana Academic Standards	PK	F.7	Listening and Speaking Skills, Strategies, and Applications	F.7.24	Listening and Speaking Skills, Strategies, and Applications	Oral Communication	Talk without repeating sounds and syllables in words.
SAALLSD.d	Punctuation	Academic Standards	1	Reading		1.1.3	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.
SAALLSD.d	Punctuation	Academic Standards	1	Writing		1.6.4	Writing	Students write using Standard English conventions appropriate to this grade level.	Identify and correctly write contractions (isn't, aren't, can't).
SAALLSD.d	Punctuation	Academic Standards	1	Writing		1.6.5	Writing	Students write using Standard English conventions appropriate to this grade level.	Identify and correctly write possessive nouns (cat's meow, girls' dresses) and possessive pronouns (my/mine, his/hers).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSD.d	Punctuation	Academic Standards	1	Writing		1.6.6	Writing	Students write using Standard English conventions appropriate to this grade level.	Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.
SAALLSD.d	Punctuation	Academic Standards	2	Writing		2.6.5	Writing	Students write using Standard English conventions appropriate to this grade level.	Use commas in the greeting (Dear Sam,) and closure of a letter (Love, or Your friend,) and with dates (March 22, 2000) and items in a series (Tony, Steve, and Bill).
SAALLSD.e	Capitalization	Academic Standards	1	Reading		1.1.3	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.
SAALLSD.e	Capitalization	Academic Standards	1	Writing		1.6.7	Writing	Students write using Standard English conventions appropriate to this grade level.	Capitalize the first word of a sentence, names of people, and the pronoun I.
SAALLSD.e	Capitalization	Academic Standards	2	Writing		2.6.7	Writing	Students write using Standard English conventions appropriate to this grade level.	Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.
SAALLSD.g	Word Analysis	Academic Standards	1	Reading		1.1.16	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).
SAALLSD.g	Word Analysis	Academic Standards	1	Reading		1.1.17	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Read and understand root words (look) and their inflectional forms (looks, looked, looking).



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSD.g	Word Analysis	Academic Standards	2	Reading		2.1.8	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).
SAALLSD.g	Word Analysis	Academic Standards	2	Reading		2.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
SAALLSD.g	Word Analysis	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SAALLSD.g	Word Analysis	Core Standards	2	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use features of words (e.g., common word parts, sound/symbol relationships, spelling patterns) to decode unknown words. Identify common synonyms, antonyms and compound words. Read aloud grade-level-appropriate literary and informational texts with appropriate changes in voice and expression.	
SAALLSQ.g	Understand how capitalization and punctuation aid comprehension.	Academic Standards	1	Reading		1.1.3	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSQ.i	Use pictures and context to resolve ambiguities about word and sentence meanings.	Academic Standards	1	Reading		1.2.5	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries.	Use context (the meaning of the surrounding text) to understand word and sentence meanings.
SAALLSQ.i	Use pictures and context to resolve ambiguities about word and sentence meanings.	Academic Standards	2	Reading		2.2.9	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials.	Use context (the meaning of the surrounding text) to understand word and sentence meanings.
SAALLSQ.i	Use pictures and context to resolve ambiguities about word and sentence meanings.	Foundations to the Indiana Academic Standards	PK	F.3	Literary Response and Analysis	F.3.1	Literary Response and Analysis	Emergent Literacy with Appropriate Books and Stories	Find named pictures or textures in book.
SAALLSQ.r	Learn new vocabulary in context.	Academic Standards	1	Reading		1.2.5	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries.	Use context (the meaning of the surrounding text) to understand word and sentence meanings.



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SAALLSQ.r	Learn new vocabulary in context.	Academic Standards	2	Reading		2.2.9	Reading	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List ( <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a> ) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials.	Use context (the meaning of the surrounding text) to understand word and sentence meanings.
SAALLWB	Segment words into their component phonemes (and respective letters or letter combinations).	Academic Standards	1	Reading		1.1.4	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
SAALLWB	Segment words into their component phonemes (and respective letters or letter combinations).	Academic Standards	2	Reading			Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Demonstrate an awareness of the sounds that are made by different letters by:
SA10.60	Explore suffixes.	Academic Standards	2	Reading		2.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
SA10.61	Explore suffixes.	Academic Standards	2	Reading		2.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA10.62	Explore suffixes.	Academic Standards	2	Reading		2.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
SA10.63	Explore suffixes.	Academic Standards	2	Reading		2.1.9	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
SA10.64.a	Drop the final e in consonant-vowel-consonant-silent e words.	Academic Standards	2	Reading		2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SA10.64.a	Drop the final e in consonant-vowel-consonant-silent e words.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA10.64.b	Double the final consonant in one-syllable words ending in a consonant preceded by a short vowel.	Academic Standards	2	Reading		2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SA10.64.b	Double the final consonant in one-syllable words ending in a consonant preceded by a short vowel.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.
SA10.66	Discover words ending with le.	Academic Standards	2	Reading		2.1.2	Reading	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
SA10.66	Discover words ending with le.	Foundations to the Indiana Academic Standards	PK	F.6	Writing Conventions	F.6.8	Writing Conventions	Handwriting and Spelling	Use different combinations of letters to achieve sounds.



SmartyAnts Reading World Indiana Alignment



SARW Unique ID	Title	Document Title	Grade level	Strand ID	Strand Text	State ID	Standard Level 1	Standard Level 2	Standard Level 3
SA10.66	Discover words ending with le.	Core Standards	1	1	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA10.67	Discover words ending with le.	Core Standards	2	2	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	
SA10.68	Discover words ending with le.	Core Standards	3	3	Word Recognition, Fluency and Vocabulary Development		Word Recognition, Fluency and Vocabulary Development	Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.	