



# SuccessMaker®

## Alignments to SuccessMaker

Providing rigorous intervention  
for K-8 learners with unparalleled precision

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2  | SuccessMaker Item Description  | Item ID       |
|-------------------------|--|--|---------------|
| 2-3.1                   | construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. |  |               |
| 2-3.1.1                 | use a very limited set of strategies to:   |  |               |
| 2-3.1.1.1               | identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.                                     | Students read with phrasing.   | smre_ip_00747 |
| 2-3.1.2                 | use an emerging set of strategies to:  |  |               |
| 2-3.1.2.1               | identify some key words and phrases from read-alouds, simple written texts, and oral presentations.                                      | Students read with phrasing.   | smre_ip_00747 |
| 2-3.1.2.2               | identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations.                                | Students listen to or read the informational text, "Are Castles Real?" Students also identify main ideas and supporting details and know the meaning of grade-level content words.   | smre_ip_00081 |
|                         |  | Students learn to identify the main idea of a passage.   | smre_di_00016 |
|                         |  | Students listen to or read the informational text, "Sara's Special Place: The Desert." Students identify the main idea of a passage and characters' feelings. Students also answer literal questions and draw conclusions. | smre_ip_00042 |
|                         |  | Students learn to identify explicit and implicit main ideas.   | smre_di_00021 |
|                         |  | Students retell the main idea. Students also read each paragraph and write the main idea.  | smre_pp_00023 |
|                         |  | Students listen to or read the informational text, "Horses." Students also identify main ideas and supporting details.   | smre_ip_00059 |
|                         |  | Review: Students read "Summer Storms," identify the main idea and elements of plot (beginning, middle, and end), make predictions, and summarize text.   | smre_pp_00021 |
|                         |  | Review: Students read the informational text, "How to Plant a Garden." Students answer questions about tables, maps, sequence events, and main idea.   | smre_pp_00032 |
|                         |  | Students retell the main idea. Students also read "Beth's Plan" and answer the questions.  | smre_pp_00017 |
|                         |  | Students retell the main idea of a passage. Students read each passage and underline the main idea. Students then summarize the main idea.   | smre_pp_00031 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2  | SuccessMaker Item Description  | Item ID       |
|-------------------------|--|--|---------------|
|                         |  | Review: Students read "A Monsoon," use titles, table of contents, and chapter headings, and they answer questions about the main idea.   | smre_pp_00026 |
|                         |  | Students learn to identify the explicit main idea.   | smre_di_00011 |
| 2-3.1.3                 | use a developing set of strategies to:   |  |               |
| 2-3.1.3.1               | identify the main topic or message from read-alouds, simple written texts, and oral presentations. | Students listen to or read the informational text, "Are Castles Real?" Students also identify main ideas and supporting details and know the meaning of grade-level content words.   | smre_ip_00081 |
|                         |  | Students learn to identify the main idea of a passage.   | smre_di_00016 |
|                         |  | Students listen to or read the informational text, "Sara's Special Place: The Desert." Students identify the main idea of a passage and characters' feelings. Students also answer literal questions and draw conclusions. | smre_ip_00042 |
|                         |  | Students learn to identify explicit and implicit main ideas.   | smre_di_00021 |
|                         |  | Students retell the main idea. Students also read each paragraph and write the main idea.  | smre_pp_00023 |
|                         |  | Students listen to or read the informational text, "Horses." Students also identify main ideas and supporting details.   | smre_ip_00059 |
|                         |  | Review: Students read "Summer Storms," identify the main idea and elements of plot (beginning, middle, and end), make predictions, and summarize text.   | smre_pp_00021 |
|                         |  | Review: Students read the informational text, "How to Plant a Garden." Students answer questions about tables, maps, sequence events, and main idea.   | smre_pp_00032 |
|                         |  | Students retell the main idea. Students also read "Beth's Plan" and answer the questions.  | smre_pp_00017 |
|                         |  | Students retell the main idea of a passage. Students read each passage and underline the main idea. Students then summarize the main idea.   | smre_pp_00031 |
|                         |  | Review: Students read "A Monsoon," use titles, table of contents, and chapter headings, and they answer questions about the main idea.   | smre_pp_00026 |
|                         |  | Students learn to identify the explicit main idea.   | smre_di_00011 |

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|-------------------------|--|--|----------------|
| 2-3.1.3.2               | answer questions from read-alouds, simple written texts, and oral presentations. | Students learn to answer literal questions, including who, where, when, and what.  | smre_di_00007  |
|                         |  | Students listen to or read the informational text, "Penguins: Birds or Fish?" Students answer literal questions, including who, where, when, and what.   | smre_ip_00027  |
|                         |  | Students listen to or read the informational text, "Sara's Special Place: The Desert." Students identify the main idea of a passage and characters' feelings. Students also answer literal questions and draw conclusions. | smre_ip_00042  |
|                         |  | Students use text features to aid in understanding and chunking information. Students read a poster and answer questions.  | smre_pp_00049  |
|                         |  | Students learn to answer what-if, why, and how questions.  | smre_di_00025  |
|                         |  | Students will read the informational text "Becoming a Butterfly" and answer Right There questions, make inferences, identify the correct sequence of events, summarize text, and identify adverbs.                         | smre_itr_02304 |
|                         |  | Students answer literal questions. Students read the letter from Jose Gila Monster and answer the questions.   | smre_pp_00018  |
|                         |  | Students listen to or read the informational text, "How Frogs Grow." Students also answer literal questions, sequence events, identify supporting details, and know the meaning of grade-level content words.              | smre_ip_00079  |
|                         |  | Students listen to or read the literary text, "Lost and Found at the Airport." Students relate unfamiliar words to prior knowledge and answer literal questions.   | smre_ip_00026  |
|                         |  | Students read a passage about camping and answer Text and You and On My Own questions.   | smre_pp_00456  |
|                         |  | Students read a friendly letter. Students then answer questions using QAR strategies.  | smre_pp_00459  |
|                         |  | Review: Students read the paragraph and answer literal questions.  | smre_pp_00016  |
|                         |  | Students will read the informational text "The Highest Court" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and identify common and proper nouns.                     | smre_itr_02300 |

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|-------------------------|---|--|----------------|
|                         |   | Students listen to or read the literary text, "Play Date." Students read words with long vowel patterns (VCe words) and answer literal questions.  | smre_ip_00001  |
|                         |   | Students learn to use question-and-answer relationships (Text and You; On My Own) to improve comprehension of text.  | smre_di_00055  |
|                         |   | Students use question-and-answer relationships (Right There; Think and Search). Students read a poster and answer the questions.   | smre_pp_00074  |
|                         |   | Students listen to or read the literary text, "The Relay Race." Students answer questions about main characters, setting, theme, and plot.   | smre_ip_00161  |
|                         |   | Students answer literal questions. Also, students circle the word that belongs in each sentence.   | smre_pp_00010  |
|                         |   | Students will read the informational text "Amazing Magnets" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and identify declarative and interrogative sentences.               | smre_itr_02305 |
|                         |   | Students listen to or read the literary passage, "Hurricane Trackers." Students answer Right There and Think and Search questions.   | smre_ip_00204  |
|                         |   | Students identify elements of character. Students read "The Puppy" and answer the questions.   | smre_pp_00063  |
|                         |   | Students listen to or read the decodable text, "Scrub, Spray, Splash!" Students answer literal questions and questions that ask why and how. Students also read and identify words that begin with three -letter consonant blends. | smre_ip_01196  |
|                         |   | Students listen to or read the literary text, "Snow Day." Students answer what-if, why, and how questions and answer questions about main characters.  | smre_ip_00102  |
|                         |   | Students listen to or read the informational text, "The Life Cycle of Snakes." Students summarize text and answer questions about sequence of events.  | smre_ip_00062  |
|                         |   | Students listen to or read the literary text, "Summer Storm." Students answer Text and You and On My Own questions.  | smre_ip_00207  |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2   | SuccessMaker Item Description  | Item ID       |
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|                         |   | Students learn to use question-and-answer relationships (Right There; Think and Search) to improve comprehension of texts.   | smre_di_00054 |
| 2-3.1.3.3               | retell some key details from read-alouds, simple written texts, and oral presentations. | Students are prompted to fluently read one of two literary texts: "The Three Little Gila Monsters" or "The Lost Lucky Shirt." Readings are recorded and students are prompted to save the best recording for teacher assessment.         | smre_ip_00054 |
|                         |   | Students retell the main idea. Students also read each paragraph and write the main idea.  | smre_pp_00023 |
|                         |   | Students are prompted to listen to or read one of two informational texts: "The Life Cycle of Snakes" and "Bears." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00177 |
|                         |   | Students are prompted to listen to or read one of two decodable texts: "Herb Helps Out" or "Things to Do." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.         | smre_ip_00128 |
|                         |   | Students are prompted to listen to or read one of two informational texts: "Sarah's Special Place" or "Horses." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.    | smre_ip_01268 |
|                         |   | Students are prompted to read the informational text, "Penguins: Birds or Fish?" and the literary text, "Two Trails." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.     | smre_ip_00039 |
|                         |   | Students retell the main idea. Students also read "Beth's Plan" and answer the questions.  | smre_pp_00017 |
|                         |   | Students retell the main idea of a passage. Students read each passage and underline the main idea. Students then summarize the main idea.   | smre_pp_00031 |
|                         |   | Students are prompted to fluently read one of two literary texts: "Sam's Stroll" or "The Missing Bike." Readings are recorded and students are prompted to save their best recording for teacher assessment.                             | smre_ip_00067 |

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|                         |   | Students are prompted to listen to or read one of two literary texts: "Play Date" and "Scrub, Spray, Splash!" They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.                 | smre_ip_00020 |
|                         |   | Students are prompted to read the literary text, "Mouse and Hound, and the informational text, "Alaska: The Land of White and Gold." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00040 |
| 2-3.1.4                 | use an increasing range of strategies to:   |   |               |
| 2-3.1.4.1               | determine the main idea or message from read-alouds, written texts, and oral presentations. | Students listen to or read the informational text, "Are Castles Real?" Students also identify main ideas and supporting details and know the meaning of grade-level content words.  | smre_ip_00081 |
|                         |   | Students learn to identify the main idea of a passage.  | smre_di_00016 |
|                         |   | Students listen to or read the informational text, "Sara's Special Place: The Desert." Students identify the main idea of a passage and characters' feelings. Students also answer literal questions and draw conclusions.                          | smre_ip_00042 |
|                         |   | Students learn to identify explicit and implicit main ideas.  | smre_di_00021 |
|                         |   | Students retell the main idea. Students also read each paragraph and write the main idea.   | smre_pp_00023 |
|                         |   | Students listen to or read the informational text, "Horses." Students also identify main ideas and supporting details.  | smre_ip_00059 |
|                         |   | Review: Students read "Summer Storms," identify the main idea and elements of plot (beginning, middle, and end), make predictions, and summarize text.  | smre_pp_00021 |
|                         |   | Review: Students read the informational text, "How to Plant a Garden." Students answer questions about tables, maps, sequence events, and main idea.  | smre_pp_00032 |
|                         |   | Students retell the main idea. Students also read "Beth's Plan" and answer the questions.   | smre_pp_00017 |
|                         |   | Students retell the main idea of a passage. Students read each passage and underline the main idea. Students then summarize the main idea.  | smre_pp_00031 |

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|                         |   | Review: Students read "A Monsoon," use titles, table of contents, and chapter headings, and they answer questions about the main idea.   | smre_pp_00026  |
|                         |   | Students learn to identify the explicit main idea.   | smre_di_00011  |
| 2-3.1.4.2               | identify or answer questions about some key details that support the main idea/message from read-alouds, written texts, and oral presentations. | Students learn to answer literal questions, including who, where, when, and what.  | smre_di_00007  |
|                         |   | Students listen to or read the informational text, "Penguins: Birds or Fish?" Students answer literal questions, including who, where, when, and what.   | smre_ip_00027  |
|                         |   | Students listen to or read the informational text, "Sara's Special Place: The Desert." Students identify the main idea of a passage and characters' feelings. Students also answer literal questions and draw conclusions. | smre_ip_00042  |
|                         |   | Students use text features to aid in understanding and chunking information. Students read a poster and answer questions.  | smre_pp_00049  |
|                         |   | Students learn to answer what-if, why, and how questions.  | smre_di_00025  |
|                         |   | Students will read the informational text "Becoming a Butterfly" and answer Right There questions, make inferences, identify the correct sequence of events, summarize text, and identify adverbs.                         | smre_itr_02304 |
|                         |   | Students answer literal questions. Students read the letter from Jose Gila Monster and answer the questions.   | smre_pp_00018  |
|                         |   | Students listen to or read the informational text, "Horses." Students also identify main ideas and supporting details.   | smre_ip_00059  |
|                         |   | Students listen to or read the informational text, "How Frogs Grow." Students also answer literal questions, sequence events, identify supporting details, and know the meaning of grade-level content words.              | smre_ip_00079  |
|                         |   | Students listen to or read the literary text, "Lost and Found at the Airport." Students relate unfamiliar words to prior knowledge and answer literal questions.   | smre_ip_00026  |
|                         |   | Students read a passage about camping and answer Text and You and On My Own questions.   | smre_pp_00456  |



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|                         |   | Students read a friendly letter. Students then answer questions using QAR strategies.  | smre_pp_00459  |
|                         |   | Review: Students read the paragraph and answer literal questions.  | smre_pp_00016  |
|                         |   | Students will read the informational text "The Highest Court" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and identify common and proper nouns.                             | smre_itr_02300 |
|                         |   | Students listen to or read the literary text, "Play Date." Students read words with long vowel patterns (VCe words) and answer literal questions.  | smre_ip_00001  |
|                         |   | Students learn to use question-and-answer relationships (Text and You; On My Own) to improve comprehension of text.  | smre_di_00055  |
|                         |   | Students use question-and-answer relationships (Right There; Think and Search). Students read a poster and answer the questions.   | smre_pp_00074  |
|                         |   | Students listen to or read the literary text, "The Relay Race." Students answer questions about main characters, setting, theme, and plot.   | smre_ip_00161  |
|                         |   | Students answer literal questions. Also, students circle the word that belongs in each sentence.   | smre_pp_00010  |
|                         |   | Students will read the informational text "Amazing Magnets" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and identify declarative and interrogative sentences.               | smre_itr_02305 |
|                         |   | Students listen to or read the literary passage, "Hurricane Trackers." Students answer Right There and Think and Search questions.   | smre_ip_00204  |
|                         |   | Students identify elements of character. Students read "The Puppy" and answer the questions.   | smre_pp_00063  |
|                         |   | Students listen to or read the decodable text, "Scrub, Spray, Splash!" Students answer literal questions and questions that ask why and how. Students also read and identify words that begin with three -letter consonant blends. | smre_ip_01196  |
|                         |   | Students listen to or read the literary text, "Snow Day." Students answer what-if, why, and how questions and answer questions about main characters.  | smre_ip_00102  |

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|                         |  | Students listen to or read the informational text, "The Life Cycle of Snakes." Students summarize text and answer questions about sequence of events.  | smre_ip_00062 |
|                         |  | Students listen to or read the literary text, "Summer Storm." Students answer Text and You and On My Own questions.  | smre_ip_00207 |
|                         |  | Students learn to use question-and-answer relationships (Right There; Think and Search) to improve comprehension of texts.   | smre_di_00054 |
| 2-3.1.4.3               | retell a variety of stories from read-alouds, written texts, and oral presentations. | Students are prompted to fluently read one of two literary texts: "The Three Little Gila Monsters" or "The Lost Lucky Shirt." Readings are recorded and students are prompted to save the best recording for teacher assessment.         | smre_ip_00054 |
|                         |  | Students retell the main idea. Students also read each paragraph and write the main idea.  | smre_pp_00023 |
|                         |  | Students are prompted to listen to or read one of two informational texts: "The Life Cycle of Snakes" and "Bears." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00177 |
|                         |  | Students are prompted to listen to or read one of two decodable texts: "Herb Helps Out" or "Things to Do." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.         | smre_ip_00128 |
|                         |  | Students are prompted to listen to or read one of two informational texts: "Sarah's Special Place" or "Horses." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.    | smre_ip_01268 |
|                         |  | Students are prompted to read the informational text, "Penguins: Birds or Fish?" and the literary text, "Two Trails." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.     | smre_ip_00039 |
|                         |  | Students retell the main idea. Students also read "Beth's Plan" and answer the questions.  | smre_pp_00017 |

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|                         |  | Students retell the main idea of a passage. Students read each passage and underline the main idea. Students then summarize the main idea.  | smre_pp_00031 |
|                         |  | Students are prompted to fluently read one of two literary texts: "Sam's Stroll" or "The Missing Bike." Readings are recorded and students are prompted to save their best recording for teacher assessment.  | smre_ip_00067 |
|                         |  | Students are prompted to listen to or read one of two literary texts: "Play Date" and "Scrub, Spray, Splash!" They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.                 | smre_ip_00020 |
|                         |  | Students are prompted to read the literary text, "Mouse and Hound, and the informational text, "Alaska: The Land of White and Gold." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00040 |
| 2-3.1.5                 | use a wide range of strategies to:   |   |               |
| 2-3.1.5.1               | determine the main idea or message from read-alouds, written texts, and oral communications. | Students listen to or read the informational text, "Are Castles Real?" Students also identify main ideas and supporting details and know the meaning of grade-level content words.  | smre_ip_00081 |
|                         |  | Students learn to identify the main idea of a passage.  | smre_di_00016 |
|                         |  | Students listen to or read the informational text, "Sara's Special Place: The Desert." Students identify the main idea of a passage and characters' feelings. Students also answer literal questions and draw conclusions.                          | smre_ip_00042 |
|                         |  | Students learn to identify explicit and implicit main ideas.  | smre_di_00021 |
|                         |  | Students retell the main idea. Students also read each paragraph and write the main idea.   | smre_pp_00023 |
|                         |  | Students listen to or read the informational text, "Horses." Students also identify main ideas and supporting details.  | smre_ip_00059 |
|                         |  | Review: Students read "Summer Storms," identify the main idea and elements of plot (beginning, middle, and end), make predictions, and summarize text.  | smre_pp_00021 |

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|                         |  | Review: Students read the informational text, "How to Plant a Garden." Students answer questions about tables, maps, sequence events, and main idea.   | smre_pp_00032 |
|                         |  | Students retell the main idea. Students also read "Beth's Plan" and answer the questions.  | smre_pp_00017 |
|                         |  | Students retell the main idea of a passage. Students read each passage and underline the main idea. Students then summarize the main idea.   | smre_pp_00031 |
|                         |  | Review: Students read "A Monsoon," use titles, table of contents, and chapter headings, and they answer questions about the main idea.   | smre_pp_00026 |
|                         |  | Students learn to identify the explicit main idea.   | smre_di_00011 |
| 2-3.1.5.2               | tell how key details support the main idea from read-alouds, written texts, and oral communications. | Students listen to or read the informational text, "Horses." Students also identify main ideas and supporting details.   | smre_ip_00059 |
| 2-3.1.5.3               | retell a variety of stories from read-alouds, written texts, and oral communications.                | Students are prompted to fluently read one of two literary texts: "The Three Little Gila Monsters" or "The Lost Lucky Shirt." Readings are recorded and students are prompted to save the best recording for teacher assessment.         | smre_ip_00054 |
|                         |  | Students retell the main idea. Students also read each paragraph and write the main idea.  | smre_pp_00023 |
|                         |  | Students are prompted to listen to or read one of two informational texts: "The Life Cycle of Snakes" and "Bears." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00177 |
|                         |  | Students are prompted to listen to or read one of two decodable texts: "Herb Helps Out" or "Things to Do." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.         | smre_ip_00128 |
|                         |  | Students are prompted to listen to or read one of two informational texts: "Sarah's Special Place" or "Horses." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.    | smre_ip_01268 |

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|                         |  | Students are prompted to read the informational text, "Penguins: Birds or Fish?" and the literary text, "Two Trails." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.                | smre_ip_00039 |
|                         |  | Students retell the main idea. Students also read "Beth's Plan" and answer the questions.   | smre_pp_00017 |
|                         |  | Students retell the main idea of a passage. Students read each passage and underline the main idea. Students then summarize the main idea.  | smre_pp_00031 |
|                         |  | Students are prompted to fluently read one of two literary texts: "Sam's Stroll" or "The Missing Bike." Readings are recorded and students are prompted to save their best recording for teacher assessment.  | smre_ip_00067 |
|                         |  | Students are prompted to listen to or read one of two literary texts: "Play Date" and "Scrub, Spray, Splash!" They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.                 | smre_ip_00020 |
|                         |  | Students are prompted to read the literary text, "Mouse and Hound, and the informational text, "Alaska: The Land of White and Gold." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment. | smre_ip_00040 |
| 2-3.2                   | participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. |   |               |
| 2-3.2.1                 | use a very limited set of strategies to:   |   |               |
| 2-3.2.1.2               | respond to simple yes/no and some wh- questions. about familiar topics.  | Students learn to answer literal questions, including who, where, when, and what.   | smre_di_00007 |
|                         |  | Students listen to or read the informational text, "Penguins: Birds or Fish?" Students answer literal questions, including who, where, when, and what.  | smre_ip_00027 |
|                         |  | Students listen to or read the decodable text, "Scrub, Spray, Splash!" Students answer literal questions and questions that ask why and how. Students also read and identify words that begin with three -letter consonant blends.                  | smre_ip_01196 |

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| 2-3.2.2                 | use an emerging set of strategies to:                            |  |               |
| 2-3.2.2.3               | respond to simple yes/no and wh-questions about familiar topics. | Students learn to answer literal questions, including who, where, when, and what.  | smre_di_00007 |
|                         |  | Students listen to or read the informational text, "Penguins: Birds or Fish?" Students answer literal questions, including who, where, when, and what.   | smre_ip_00027 |
|                         |  | Students listen to or read the decodable text, "Scrub, Spray, Splash!" Students answer literal questions and questions that ask why and how. Students also read and identify words that begin with three -letter consonant blends. | smre_ip_01196 |
| 2-3.2.4                 | use an increasing range of strategies to:                        |  |               |
| 2-3.2.4.3               | ask and answer questions about a variety of topics and texts.    | Students learn to answer literal questions, including who, where, when, and what.  | smre_di_00007 |
|                         |  | Students listen to or read the informational text, "Penguins: Birds or Fish?" Students answer literal questions, including who, where, when, and what.   | smre_ip_00027 |
|                         |  | Students listen to or read the decodable text, "Scrub, Spray, Splash!" Students answer literal questions and questions that ask why and how. Students also read and identify words that begin with three -letter consonant blends. | smre_ip_01196 |
| 2-3.2.5                 | use a wide range of strategies to:                               |  |               |
| 2-3.2.5.3               | ask and answer questions about a variety of topics and texts.    | Students learn to answer literal questions, including who, where, when, and what.  | smre_di_00007 |
|                         |  | Students listen to or read the informational text, "Penguins: Birds or Fish?" Students answer literal questions, including who, where, when, and what.   | smre_ip_00027 |
|                         |  | Students listen to or read the decodable text, "Scrub, Spray, Splash!" Students answer literal questions and questions that ask why and how. Students also read and identify words that begin with three -letter consonant blends. | smre_ip_01196 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2   | SuccessMaker Item Description  | Item ID       |
|-------------------------|---|--|---------------|
| 2-3.5                   | conduct research and evaluate and communicate findings to answer questions or solve problems. |  |               |
| 2-3.5.1                 | with prompting and support,   |  |               |
| 2-3.5.1.2               | gather information from provided sources  | Students learn to read written directions, signs, captions, warning labels, and other informational sources.   | smre_di_00034 |
|                         |   | Students label a picture with the correct word. Correct answers focus on signs, captions, and warning labels.  | smre_ip_00139 |
|                         |   | Students listen to or read the literary text, "The Pancake Signs." Students read written directions, signs, captions, warning labels, and other informational sources. | smre_ip_00155 |
| 2-3.5.1.3               | label information.  | Students learn to read written directions, signs, captions, warning labels, and other informational sources.   | smre_di_00034 |
|                         |   | Students label a picture with the correct word. Correct answers focus on signs, captions, and warning labels.  | smre_ip_00139 |
|                         |   | Students listen to or read the literary text, "The Pancake Signs." Students read written directions, signs, captions, warning labels, and other informational sources. | smre_ip_00155 |
| 2-3.5.2                 | with prompting and support,   |  |               |
| 2-3.5.2.3               | gather information from provided sources  | Students learn to read written directions, signs, captions, warning labels, and other informational sources.   | smre_di_00034 |
|                         |   | Students label a picture with the correct word. Correct answers focus on signs, captions, and warning labels.  | smre_ip_00139 |
|                         |   | Students listen to or read the literary text, "The Pancake Signs." Students read written directions, signs, captions, warning labels, and other informational sources. | smre_ip_00155 |
| 2-3.5.3                 | with prompting and support,   |  |               |
| 2-3.5.3.3               | gather information from provided sources  | Students learn to read written directions, signs, captions, warning labels, and other informational sources.   | smre_di_00034 |
|                         |   | Students label a picture with the correct word. Correct answers focus on signs, captions, and warning labels.  | smre_ip_00139 |
|                         |   | Students listen to or read the literary text, "The Pancake Signs." Students read written directions, signs, captions, warning labels, and other informational sources. | smre_ip_00155 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2  | SuccessMaker Item Description   | Item ID       |
|-------------------------|--|---|---------------|
| 2-3.5.4                 | with prompting and support,  |   |               |
| 2-3.5.4.3               | gather information from multiple sources   | Students learn to read written directions, signs, captions, warning labels, and other informational sources.  | smre_di_00034 |
|                         |  | Students label a picture with the correct word. Correct answers focus on signs, captions, and warning labels.   | smre_ip_00139 |
|                         |  | Students listen to or read the literary text, "The Pancake Signs." Students read written directions, signs, captions, warning labels, and other informational sources.  | smre_ip_00155 |
| 2-3.5.5                 | with some details,   |   |               |
| 2-3.5.5.3               | gather information from multiple sources   | Students learn to read written directions, signs, captions, warning labels, and other informational sources.  | smre_di_00034 |
|                         |  | Students label a picture with the correct word. Correct answers focus on signs, captions, and warning labels.   | smre_ip_00139 |
|                         |  | Students listen to or read the literary text, "The Pancake Signs." Students read written directions, signs, captions, warning labels, and other informational sources.  | smre_ip_00155 |
| 2-3.7                   | adapt language choices to purpose, task, and audience when speaking and writing.               |   |               |
| 2-3.7.1                 | with prompting and support,  |   |               |
| 2-3.7.1.1               | recognize the meaning of some words learned through conversations, reading, and being read to. | Students match grade-level content words to their meanings.   | smre_ip_01277 |
|                         |  | Students complete sentences using grade-level content words.  | smre_ip_01269 |
|                         |  | Students match grade-level content words to their meanings.   | smre_ip_00175 |
|                         |  | Students match grade-level content words to their meanings.   | smre_ip_00083 |
|                         |  | Students match grade-level content words to their meanings.   | smre_ip_00211 |
|                         |  | Students listen to or read the informational text, "How Frogs Grow." Students also answer literal questions, sequence events, identify supporting details, and know the meaning of grade-level content words. | smre_ip_00079 |
|                         |  | Students summarize text. Students use the words in the word bank to complete sentences about the water cycle.   | smre_pp_00024 |
|                         |  | Students identify sentences with errors, then correct the sentences with grade-level content words.   | smre_ip_00036 |
|                         |  | Students match grade-level content words to their meanings.   | smre_ip_00209 |



| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2                             | SuccessMaker Item Description  | Item ID       |
|-------------------------|---|--|---------------|
|                         |   | Students match grade-level content words to their meanings.  | smre_ip_00210 |
|                         |   | Students match grade-level content words to their meanings.  | smre_ip_01219 |
|                         |   | Students identify sentences with errors and then correct the sentences with grade-level content words.   | smre_ip_00051 |
|                         |   | Students identify sentences with errors and then correct the sentences with grade-level content words.   | smre_ip_00064 |
|                         |   | Students match grade-level content words to their meanings.  | smre_ip_00169 |
|                         |   | Students match grade-level content words to their meanings.  | smre_ip_00171 |
|                         |   | Students identify sentences with errors, then correct the sentences with grade-level content words.  | smre_ip_00017 |
|                         |   | Students identify everyday print materials. Students also match the words in the word bank with the correct sign, then write a sentence telling what the sign means. | smre_pp_00008 |
|                         |   | Students match grade-level content words to their meanings.  | smre_ip_00208 |
|                         |   | Students match grade-level content words to their meanings.  | smre_ip_00173 |
|                         |   | Students match grade-level content words to their meanings.  | smre_ip_00041 |
|                         |   | Students read with phrasing.   | smre_ip_00747 |
|                         |   | Students complete sentences using grade-level content words.   | smre_ip_00084 |
|                         |   | Students complete sentences using grade-level content words.   | smre_ip_01275 |
|                         |   | Students complete sentences using grade-level content words.   | smre_ip_00055 |
| 2-3.7.2                 | with prompting and support,   |  |               |
| 2-3.7.2.2               | use some words learned through conversations, reading, and being read to. | Students summarize text. Students use the words in the word bank to complete sentences about the water cycle.  | smre_pp_00024 |
|                         |   | Students identify everyday print materials. Students also match the words in the word bank with the correct sign, then write a sentence telling what the sign means. | smre_pp_00008 |
|                         |   | Students read with phrasing.   | smre_ip_00747 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2  | SuccessMaker Item Description  | Item ID        |
|-------------------------|--|--|----------------|
| 2-3.7.3                 | with prompting and support,  |  |                |
| 2-3.7.3.2               | (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions.  | Students summarize text. Students use the words in the word bank to complete sentences about the water cycle.  | smre_pp_00024  |
|                         |  | Students identify everyday print materials. Students also match the words in the word bank with the correct sign, then write a sentence telling what the sign means.       | smre_pp_00008  |
|                         |  | Students read with phrasing.   | smre_ip_00747  |
| 2-3.7.4                 | with prompting and support,  |  |                |
| 2-3.7.4.2               | (at Grade 3), use a wider range of general academic and content-specific words in conversations and discussions.   | Students summarize text. Students use the words in the word bank to complete sentences about the water cycle.  | smre_pp_00024  |
|                         |  | Students identify everyday print materials. Students also match the words in the word bank with the correct sign, then write a sentence telling what the sign means.       | smre_pp_00008  |
|                         |  | Students read with phrasing.   | smre_ip_00747  |
| 2-3.7.5                 | with some details,   |  |                |
| 2-3.7.5.2               | (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.  | Students summarize text. Students use the words in the word bank to complete sentences about the water cycle.  | smre_pp_00024  |
|                         |  | Students identify everyday print materials. Students also match the words in the word bank with the correct sign, then write a sentence telling what the sign means.       | smre_pp_00008  |
|                         |  | Students read with phrasing.   | smre_ip_00747  |
| 2-3.8                   | determine the meaning of words and phrases in oral presentations and literary and informational text.  |  |                |
| 2-3.8.1                 | relying heavily on visual aids, context, and knowledge of morphology in his or her native language,  |  |                |
| 2-3.8.1.1               | recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. | Students learn to use base words and suffixes (-ness, -less, -able, -ible) to identify the meaning of words.   | smre_di_02372  |
|                         |  | Students learn about words that end in -er and -est.   | smre_di_02368  |
|                         |  | Students practice reading and writing words using the prefixes un-, re-, pre-, and dis-.   | smre_pp_02375  |
|                         |  | Students listen to or read the decodable text, "Helpless Randy." Students use base words and suffixes (-ness, -less, -able, and -ible) to determine the meanings of words. | smre_itr_02372 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2 | SuccessMaker Item Description  | Item ID        |
|-------------------------|---|--|----------------|
|                         |   | Students build words using base words and the prefixes un-, re-, pre-, and dis-. Students then use the words to complete sentences.                            | smre_ip_02375  |
|                         |   | Students practice reading and writing words with the suffixes -ness, -less, -ible, and -able.  | smre_pp_02372  |
|                         |   | Students learn to use base words and suffixes (-ly, -ful, -er, -or, -ish) to identify the meaning of words.  | smre_di_00043  |
|                         |   | Students practice reading and writing words with comparative endings.  | smre_pp_02368  |
|                         |   | Students identify sentences with errors and then correct the sentences with words that have the prefixes mis-, mid-, micro-, and non-.                         | smre_ip_02373  |
|                         |   | Students complete sentences using words that end with -tion, -ture, and -ion.  | smre_pp_02371  |
|                         |   | Students learn to use prefixes (un-, re-, pre-, dis-) and base words to identify the meaning of words.   | smre_di_02375  |
|                         |   | Students build words using base words and the suffixes -ly, -ful, -er, -or, and -ish. Students then use the words to complete sentences.                       | smre_ip_00181  |
|                         |   | Students read the decodable text, "Restful Hobbies." Students use base words and suffixes (-ly, -ful, -er, -or, -ish) to determine the meaning of words.       | smre_itr_02309 |
|                         |   | Students listen to or read the decodable text, "In the Woods." Students use prefixes (un-, re-, pre-, dis-) and base words to determine the meanings of words. | smre_itr_02375 |
|                         |   | Students learn to use prefixes (mis-, mid-, micro-, non-) and base words to identify the meanings of words.  | smre_di_02373  |
|                         |   | Students identify sentences with errors and then correct the sentences with words that have the suffixes -ness, -less, -able, and -ible.                       | smre_ip_02372  |
|                         |   | Students practice adding the prefixes micro-, mid-, mis-, and non- to words.   | smre_pp_02373  |
|                         |   | Review: Students read "Tim's Hidden Talent." Students answer questions about theme, character traits, affixes and base words.                                  | smre_pp_00064  |
|                         |   | Students build words with the final syllables -tion, -ture, and -ion. Students then use the words to complete sentences.                                       | smre_ip_02371  |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2  | SuccessMaker Item Description   | Item ID        |
|-------------------------|--|---|----------------|
|                         |  | Students listen to or read the decodable text, "Hiking the Hard Way." Students use prefixes (mis-, mid-, micro-, non-) and base words to identify the meanings of words.                    | smre_itr_02373 |
|                         |  | Students listen to or read the decodable text, "Faster, Colder, Brighter." Students read and identify words that end in -er and -est.   | smre_itr_02368 |
|                         |  | Students listen to or read the decodable text, "My Future," and identify words with the final syllables -tion, -ture, and -ion.   | smre_itr_02371 |
|                         |  | Students listen to or read the literary text, "The Three Gila Monsters." Students also recognize plot elements (beginning, middle, and end) and use context to determine meanings of words. | smre_ip_00044  |
|                         |  | Students will complete sentences using words with the suffixes -ly, -ful, -er, -or, and -ish.   | smre_pp_00062  |
|                         |  | Students learn to read words with the final syllables -tion, -ture, and -ion.   | smre_di_02371  |
| 2-3.8.2                 | using context, visual aids, and knowledge of morphology in his or her native language,   |   |                |
| 2-3.8.2.1               | ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. | Students learn to use base words and suffixes (-ness, -less, -able, -ible) to identify the meaning of words.  | smre_di_02372  |
|                         |  | Students learn about words that end in -er and -est.  | smre_di_02368  |
|                         |  | Students practice reading and writing words using the prefixes un-, re-, pre-, and dis-.  | smre_pp_02375  |
|                         |  | Students listen to or read the decodable text, "Helpless Randy." Students use base words and suffixes (-ness, -less, -able, and -ible) to determine the meanings of words.                  | smre_itr_02372 |
|                         |  | Students build words using base words and the prefixes un-, re-, pre-, and dis-. Students then use the words to complete sentences.   | smre_ip_02375  |
|                         |  | Students practice reading and writing words with the suffixes -ness, -less, -ible, and -able.   | smre_pp_02372  |
|                         |  | Students learn to use base words and suffixes (-ly, -ful, -er, -or, -ish) to identify the meaning of words.   | smre_di_00043  |
|                         |  | Students practice reading and writing words with comparative endings.   | smre_pp_02368  |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2 | SuccessMaker Item Description  | Item ID        |
|-------------------------|---|--|----------------|
|                         |   | Students identify sentences with errors and then correct the sentences with words that have the prefixes mis-, mid-, micro-, and non-.                                   | smre_ip_02373  |
|                         |   | Students complete sentences using words that end with -tion, -ture, and -ion.  | smre_pp_02371  |
|                         |   | Students learn to use prefixes (un-, re-, pre-, dis-) and base words to identify the meaning of words.   | smre_di_02375  |
|                         |   | Students build words using base words and the suffixes -ly, -ful, -er, -or, and -ish. Students then use the words to complete sentences.                                 | smre_ip_00181  |
|                         |   | Students read the decodable text, "Restful Hobbies." Students use base words and suffixes (-ly, -ful, -er, -or, -ish) to determine the meaning of words.                 | smre_itr_02309 |
|                         |   | Students listen to or read the decodable text, "In the Woods." Students use prefixes (un-, re-, pre-, dis-) and base words to determine the meanings of words.           | smre_itr_02375 |
|                         |   | Students build words with affixes and base (root) words and then use those words to complete sentences.  | smre_ip_00182  |
|                         |   | Students learn to use prefixes (mis-, mid-, micro-, non-) and base words to identify the meanings of words.  | smre_di_02373  |
|                         |   | Students identify sentences with errors and then correct the sentences with words that have the suffixes -ness, -less, -able, and -ible.                                 | smre_ip_02372  |
|                         |   | Students practice adding the prefixes micro-, mid-, mis-, and non- to words.   | smre_pp_02373  |
|                         |   | Review: Students read "Tim's Hidden Talent." Students answer questions about theme, character traits, affixes and base words.  | smre_pp_00064  |
|                         |   | Students build words with the final syllables -tion, -ture, and -ion. Students then use the words to complete sentences.   | smre_ip_02371  |
|                         |   | Students listen to or read the decodable text, "Hiking the Hard Way." Students use prefixes (mis-, mid-, micro-, non-) and base words to identify the meanings of words. | smre_itr_02373 |
|                         |   | Students listen to or read the decodable text, "Faster, Colder, Brighter." Students read and identify words that end in -er and -est.                                    | smre_itr_02368 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2   | SuccessMaker Item Description   | Item ID        |
|-------------------------|---|---|----------------|
|                         |   | Students listen to or read the decodable text, "My Future," and identify words with the final syllables -tion, -ture, and -ion.   | smre_itr_02371 |
|                         |   | Students listen to or read the literary text, "The Three Gila Monsters." Students also recognize plot elements (beginning, middle, and end) and use context to determine meanings of words. | smre_ip_00044  |
|                         |   | Students will complete sentences using words with the suffixes -ly, -ful, -er, -or, and -ish.   | smre_pp_00062  |
|                         |   | Students learn to read words with the final syllables -tion, -ture, and -ion.   | smre_di_02371  |
| 2-3.8.3                 | using context, some visual aids, reference materials, and a developing knowledge of English morphology,   |   |                |
| 2-3.8.3.1               | determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. | Students match grade-level content words to their meanings.   | smre_ip_01277  |
|                         |   | Students learn to use base words and suffixes (-ness, -less, -able, -ible) to identify the meaning of words.  | smre_di_02372  |
|                         |   | Students match grade-level content words to their meanings.   | smre_ip_00175  |
|                         |   | Students practice reading and writing words using the prefixes un-, re-, pre-, and dis-.  | smre_pp_02375  |
|                         |   | Students read "A Visit to the Red Sea". Students answer questions about idioms, alliteration, homographs and homophones, similes and metaphors.   | smre_pp_00072  |
|                         |   | Students listen to or read the decodable text, "Helpless Randy." Students use base words and suffixes (-ness, -less, -able, and -ible) to determine the meanings of words.                  | smre_itr_02372 |
|                         |   | Students build words using base words and the prefixes un-, re-, pre-, and dis-. Students then use the words to complete sentences.   | smre_ip_02375  |
|                         |   | Students practice reading and writing words with the suffixes -ness, -less, -ible, and -able.   | smre_pp_02372  |
|                         |   | Students learn to use base words and suffixes (-ly, -ful, -er, -or, -ish) to identify the meaning of words.   | smre_di_00043  |
|                         |   | Students learn to recognize figurative language: idioms.  | smre_di_00051  |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2 | SuccessMaker Item Description  | Item ID        |
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|                         |   | Students summarize text. Students use the words in the word bank to complete sentences about the water cycle.  | smre_pp_00024  |
|                         |   | Students identify sentences with errors and then correct the sentences with words that have the prefixes mis-, mid-, micro-, and non-.                         | smre_ip_02373  |
|                         |   | Students complete sentences using words that end with -tion, -ture, and -ion.  | smre_pp_02371  |
|                         |   | Students learn to use prefixes (un-, re-, pre-, dis-) and base words to identify the meaning of words.   | smre_di_02375  |
|                         |   | Students build words using base words and the suffixes -ly, -ful, -er, -or, and -ish. Students then use the words to complete sentences.                       | smre_ip_00181  |
|                         |   | Students read the decodable text, "Restful Hobbies." Students use base words and suffixes (-ly, -ful, -er, -or, -ish) to determine the meaning of words.       | smre_itr_02309 |
|                         |   | Students listen to or read the decodable text, "In the Woods." Students use prefixes (un-, re-, pre-, dis-) and base words to determine the meanings of words. | smre_itr_02375 |
|                         |   | Students build words with affixes and base (root) words and then use those words to complete sentences.  | smre_ip_00182  |
|                         |   | Students learn to use prefixes (mis-, mid-, micro-, non-) and base words to identify the meanings of words.  | smre_di_02373  |
|                         |   | Students listen to or read the literary text, "A Good Egg." Students recognize figurative language: idioms.  | smre_ip_00201  |
|                         |   | Students identify sentences with errors and then correct the sentences with words that have the suffixes -ness, -less, -able, and -ible.                       | smre_ip_02372  |
|                         |   | Students practice adding the prefixes micro-, mid-, mis-, and non- to words.   | smre_pp_02373  |
|                         |   | Review: Students read "Tim's Hidden Talent." Students answer questions about theme, character traits, affixes and base words.                                  | smre_pp_00064  |
|                         |   | Students build words with the final syllables -tion, -ture, and -ion. Students then use the words to complete sentences.                                       | smre_ip_02371  |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2  | SuccessMaker Item Description  | Item ID        |
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|                         |  | Students listen to or read the decodable text, "Hiking the Hard Way." Students use prefixes (mis-, mid-, micro-, non-) and base words to identify the meanings of words.   | smre_itr_02373 |
|                         |  | Students listen to or read the decodable text, "My Future," and identify words with the final syllables -tion, -ture, and -ion.  | smre_itr_02371 |
|                         |  | Students recognize figurative language: idioms.  | smre_ip_00188  |
|                         |  | Students recognize figurative language: idioms. Students read a passage and underline the idiom.   | smre_pp_00070  |
|                         |  | Students will complete sentences using words with the suffixes -ly, -ful, -er, -or, and -ish.  | smre_pp_00062  |
|                         |  | Students learn to read words with the final syllables -tion, -ture, and -ion.  | smre_di_02371  |
| 2-3.8.4                 | using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes),   |  |                |
| 2-3.8.4.1               | determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events. | Students match grade-level content words to their meanings.  | smre_ip_01277  |
|                         |  | Students learn to use base words and suffixes (-ness, -less, -able, -ible) to identify the meaning of words.   | smre_di_02372  |
|                         |  | Students match grade-level content words to their meanings.  | smre_ip_00175  |
|                         |  | Students practice reading and writing words using the prefixes un-, re-, pre-, and dis-.   | smre_pp_02375  |
|                         |  | Students read "A Visit to the Red Sea". Students answer questions about idioms, alliteration, homographs and homophones, similes and metaphors.                            | smre_pp_00072  |
|                         |  | Students listen to or read the decodable text, "Helpless Randy." Students use base words and suffixes (-ness, -less, -able, and -ible) to determine the meanings of words. | smre_itr_02372 |
|                         |  | Students build words using base words and the prefixes un-, re-, pre-, and dis-. Students then use the words to complete sentences.  | smre_ip_02375  |
|                         |  | Students practice reading and writing words with the suffixes -ness, -less, -ible, and -able.  | smre_pp_02372  |



| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2 | SuccessMaker Item Description  | Item ID        |
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|                         |   | Students learn to use base words and suffixes (-ly, -ful, -er, -or, -ish) to identify the meaning of words.  | smre_di_00043  |
|                         |   | Students learn to recognize figurative language: idioms.   | smre_di_00051  |
|                         |   | Students summarize text. Students use the words in the word bank to complete sentences about the water cycle.  | smre_pp_00024  |
|                         |   | Students identify sentences with errors and then correct the sentences with words that have the prefixes mis-, mid-, micro-, and non-.                         | smre_ip_02373  |
|                         |   | Students complete sentences using words that end with -tion, -ture, and -ion.  | smre_pp_02371  |
|                         |   | Students learn to use prefixes (un-, re-, pre-, dis-) and base words to identify the meaning of words.   | smre_di_02375  |
|                         |   | Students build words using base words and the suffixes -ly, -ful, -er, -or, and -ish. Students then use the words to complete sentences.                       | smre_ip_00181  |
|                         |   | Students read the decodable text, "Restful Hobbies." Students use base words and suffixes (-ly, -ful, -er, -or, -ish) to determine the meaning of words.       | smre_itr_02309 |
|                         |   | Students listen to or read the decodable text, "In the Woods." Students use prefixes (un-, re-, pre-, dis-) and base words to determine the meanings of words. | smre_itr_02375 |
|                         |   | Students build words with affixes and base (root) words and then use those words to complete sentences.  | smre_ip_00182  |
|                         |   | Students learn to use prefixes (mis-, mid-, micro-, non-) and base words to identify the meanings of words.  | smre_di_02373  |
|                         |   | Students listen to or read the literary text, "A Good Egg." Students recognize figurative language: idioms.  | smre_ip_00201  |
|                         |   | Students identify sentences with errors and then correct the sentences with words that have the suffixes -ness, -less, -able, and -ible.                       | smre_ip_02372  |
|                         |   | Students practice adding the prefixes micro-, mid-, mis-, and non- to words.   | smre_pp_02373  |
|                         |   | Review: Students read "Tim's Hidden Talent." Students answer questions about theme, character traits, affixes and base words.                                  | smre_pp_00064  |
|                         |   | Students build words with the final syllables -tion, -ture, and -ion. Students then use the words to complete sentences.                                       | smre_ip_02371  |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2  | SuccessMaker Item Description  | Item ID        |
|-------------------------|--|--|----------------|
|                         |  | Students listen to or read the decodable text, "Hiking the Hard Way." Students use prefixes (mis-, mid-, micro-, non-) and base words to identify the meanings of words. | smre_itr_02373 |
|                         |  | Students listen to or read the decodable text, "My Future," and identify words with the final syllables -tion, -ture, and -ion.  | smre_itr_02371 |
|                         |  | Students recognize figurative language: idioms.  | smre_ip_00188  |
|                         |  | Students recognize figurative language: idioms. Students read a passage and underline the idiom.   | smre_pp_00070  |
|                         |  | Students will complete sentences using words with the suffixes -ly, -ful, -er, -or, and -ish.  | smre_pp_00062  |
|                         |  | Students learn to read words with the final syllables -tion, -ture, and -ion.  | smre_di_02371  |
| 2-3.8.4.2               | (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.                  | Students match grade-level content words to their meanings.  | smre_ip_01277  |
|                         |  | Students match grade-level content words to their meanings.  | smre_ip_00175  |
|                         |  | Students summarize text. Students use the words in the word bank to complete sentences about the water cycle.  | smre_pp_00024  |
|                         |  | Students identify everyday print materials. Students also match the words in the word bank with the correct sign, then write a sentence telling what the sign means.     | smre_pp_00008  |
|                         |  | Students read with phrasing.   | smre_ip_00747  |
| 2-3.8.5                 | using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes),  |  |                |
| 2-3.8.5.1               | determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events. | Students match grade-level content words to their meanings.  | smre_ip_01277  |
|                         |  | Students learn to use base words and suffixes (-ness, -less, -able, -ible) to identify the meaning of words.   | smre_di_02372  |
|                         |  | Students match grade-level content words to their meanings.  | smre_ip_00175  |
|                         |  | Students practice reading and writing words using the prefixes un-, re-, pre-, and dis-.   | smre_pp_02375  |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2 | SuccessMaker Item Description  | Item ID        |
|-------------------------|---|--|----------------|
|                         |   | Students read "A Visit to the Red Sea". Students answer questions about idioms, alliteration, homographs and homophones, similes and metaphors.                            | smre_pp_00072  |
|                         |   | Students listen to or read the decodable text, "Helpless Randy." Students use base words and suffixes (-ness, -less, -able, and -ible) to determine the meanings of words. | smre_itr_02372 |
|                         |   | Students build words using base words and the prefixes un-, re-, pre-, and dis-. Students then use the words to complete sentences.  | smre_ip_02375  |
|                         |   | Students practice reading and writing words with the suffixes -ness, -less, -ible, and -able.  | smre_pp_02372  |
|                         |   | Students learn to use base words and suffixes (-ly, -ful, -er, -or, -ish) to identify the meaning of words.  | smre_di_00043  |
|                         |   | Students learn to recognize figurative language: idioms.   | smre_di_00051  |
|                         |   | Students summarize text. Students use the words in the word bank to complete sentences about the water cycle.  | smre_pp_00024  |
|                         |   | Students identify sentences with errors and then correct the sentences with words that have the prefixes mis-, mid-, micro-, and non-.                                     | smre_ip_02373  |
|                         |   | Students complete sentences using words that end with -tion, -ture, and -ion.  | smre_pp_02371  |
|                         |   | Students learn to use prefixes (un-, re-, pre-, dis-) and base words to identify the meaning of words.   | smre_di_02375  |
|                         |   | Students build words using base words and the suffixes -ly, -ful, -er, -or, and -ish. Students then use the words to complete sentences.                                   | smre_ip_00181  |
|                         |   | Students read the decodable text, "Restful Hobbies." Students use base words and suffixes (-ly, -ful, -er, -or, -ish) to determine the meaning of words.                   | smre_itr_02309 |
|                         |   | Students listen to or read the decodable text, "In the Woods." Students use prefixes (un-, re-, pre-, dis-) and base words to determine the meanings of words.             | smre_itr_02375 |
|                         |   | Students build words with affixes and base (root) words and then use those words to complete sentences.  | smre_ip_00182  |
|                         |   | Students learn to use prefixes (mis-, mid-, micro-, non-) and base words to identify the meanings of words.  | smre_di_02373  |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2   | SuccessMaker Item Description  | Item ID        |
|-------------------------|---|--|----------------|
|                         |   | Students listen to or read the literary text, "A Good Egg." Students recognize figurative language: idioms.  | smre_ip_00201  |
|                         |   | Students identify sentences with errors and then correct the sentences with words that have the suffixes -ness, -less, -able, and -ible.                                 | smre_ip_02372  |
|                         |   | Students practice adding the prefixes micro-, mid-, mis-, and non- to words.   | smre_pp_02373  |
|                         |   | Review: Students read "Tim's Hidden Talent." Students answer questions about theme, character traits, affixes and base words.  | smre_pp_00064  |
|                         |   | Students build words with the final syllables -tion, -ture, and -ion. Students then use the words to complete sentences.   | smre_ip_02371  |
|                         |   | Students listen to or read the decodable text, "Hiking the Hard Way." Students use prefixes (mis-, mid-, micro-, non-) and base words to identify the meanings of words. | smre_itr_02373 |
|                         |   | Students listen to or read the decodable text, "My Future," and identify words with the final syllables -tion, -ture, and -ion.  | smre_itr_02371 |
|                         |   | Students recognize figurative language: idioms.  | smre_ip_00188  |
|                         |   | Students recognize figurative language: idioms. Students read a passage and underline the idiom.   | smre_pp_00070  |
|                         |   | Students will complete sentences using words with the suffixes -ly, -ful, -er, -or, and -ish.  | smre_pp_00062  |
|                         |   | Students learn to read words with the final syllables -tion, -ture, and -ion.  | smre_di_02371  |
| 2-3.8.5.2               | (at Grade 3) some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events. | Students match grade-level content words to their meanings.  | smre_ip_01277  |
|                         |   | Students match grade-level content words to their meanings.  | smre_ip_00175  |
|                         |   | Students summarize text. Students use the words in the word bank to complete sentences about the water cycle.  | smre_pp_00024  |
|                         |   | Students identify everyday print materials. Students also match the words in the word bank with the correct sign, then write a sentence telling what the sign means.     | smre_pp_00008  |
|                         |   | Students read with phrasing.   | smre_ip_00747  |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2   | SuccessMaker Item Description   | Item ID        |
|-------------------------|---|---|----------------|
| 2-3.9                   | create clear and coherent grade-appropriate speech and text.                              |   |                |
| 2-3.9.1                 | with support (including context and visual aids), and using non-verbal communication,     |   |                |
| 2-3.9.1.2               | use a narrow range of vocabulary and syntactically simple sentences with limited control. | Students summarize text. Students use the words in the word bank to complete sentences about the water cycle.   | smre_pp_00024  |
|                         |   | Students identify everyday print materials. Students also match the words in the word bank with the correct sign, then write a sentence telling what the sign means.  | smre_pp_00008  |
|                         |   | Students read with phrasing.  | smre_ip_00747  |
| 2-3.9.4                 | with increasingly independent control,  |   |                |
| 2-3.9.4.3               | recount a sequence of events, using temporal words (before, after, soon)                  | Students will read the informational text "Becoming a Butterfly" and answer Right There questions, make inferences, identify the correct sequence of events, summarize text, and identify adverbs.  | smre_itr_02304 |
|                         |   | Students listen to or read the informational text, "How Frogs Grow." Students also answer literal questions, sequence events, identify supporting details, and know the meaning of grade-level content words.   | smre_ip_00079  |
|                         |   | Review: Students read the informational text, "How to Plant a Garden." Students answer questions about tables, maps, sequence events, and main idea.  | smre_pp_00032  |
|                         |   | Students will read the informational text "Ansel Adams: A Life in Pictures" and answer Right There questions, identify the correct sequence of events, determine the author's purpose, summarize text, and identify subjects and predicates in sentences. | smre_itr_02306 |
|                         |   | Students identify the correct sequence of events. Students read "Paolo Makes Pizza" and put the steps in the correct order.   | smre_pp_00030  |
|                         |   | Students learn to identify the correct sequence of events.  | smre_di_00020  |
|                         |   | Students listen to or read the literary text, "The Cleanup Crew." Students draw conclusions, sequence events, and summarize text.   | smre_ip_00093  |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2                | SuccessMaker Item Description   | Item ID        |
|-------------------------|--|---|----------------|
|                         |  | Students will read the informational text "Olfaction: Your Sense of Smell" and answer Right There questions, identify the correct sequence of events, determine the author's purpose, summarize text, and identify action and linking verbs.              | smre_itr_02302 |
|                         |  | Students listen to or read the informational text, "The Life Cycle of Snakes." Students summarize text and answer questions about sequence of events.   | smre_ip_00062  |
| 2-3.9.5                 | with independent control,                                    |   |                |
| 2-3.9.5.3               | use temporal words to recount a coherent sequence of events, | Students will read the informational text "Becoming a Butterfly" and answer Right There questions, make inferences, identify the correct sequence of events, summarize text, and identify adverbs.  | smre_itr_02304 |
|                         |  | Students listen to or read the informational text, "How Frogs Grow." Students also answer literal questions, sequence events, identify supporting details, and know the meaning of grade-level content words.   | smre_ip_00079  |
|                         |  | Review: Students read the informational text, "How to Plant a Garden." Students answer questions about tables, maps, sequence events, and main idea.  | smre_pp_00032  |
|                         |  | Students will read the informational text "Ansel Adams: A Life in Pictures" and answer Right There questions, identify the correct sequence of events, determine the author's purpose, summarize text, and identify subjects and predicates in sentences. | smre_itr_02306 |
|                         |  | Students identify the correct sequence of events. Students read "Paolo Makes Pizza" and put the steps in the correct order.   | smre_pp_00030  |
|                         |  | Students learn to identify the correct sequence of events.  | smre_di_00020  |
|                         |  | Students listen to or read the literary text, "The Cleanup Crew." Students draw conclusions, sequence events, and summarize text.   | smre_ip_00093  |
|                         |  | Students will read the informational text "Olfaction: Your Sense of Smell" and answer Right There questions, identify the correct sequence of events, determine the author's purpose, summarize text, and identify action and linking verbs.              | smre_itr_02302 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2   | SuccessMaker Item Description  | Item ID        |
|-------------------------|---|--|----------------|
|                         |   | Students listen to or read the informational text, "The Life Cycle of Snakes." Students summarize text and answer questions about sequence of events.  | smre_ip_00062  |
| 2-3.10                  | make accurate use of standard English to communicate in grade-appropriate speech and writing. |  |                |
| 2-3.10.1                | with support (including context and visual aids),   |  |                |
| 2-3.10.1.1              | understand and use a small number of frequently occurring nouns and verbs                     | Students will read sentences and underline action verbs and circle linking verbs.  | smre_pp_02302  |
|                         |   | Students will sort common and proper nouns into categories.  | smre_ip_02300  |
|                         |   | Students will read the informational text "The Highest Court" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and identify common and proper nouns.                                       | smre_itr_02300 |
|                         |   | Students will learn about common and proper nouns.   | smre_di_02300  |
|                         |   | Students will read sentences and underline common nouns and circle proper nouns.   | smre_pp_02300  |
|                         |   | Students will read the informational text "Olfaction: Your Sense of Smell" and answer Right There questions, identify the correct sequence of events, determine the author's purpose, summarize text, and identify action and linking verbs. | smre_itr_02302 |
|                         |   | Students will sort action and linking verbs into categories.   | smre_ip_02302  |
|                         |   | Students will learn about action and linking verbs.  | smre_di_02302  |
| 2-3.10.1.2              | respond to simple questions.  | Students learn to answer literal questions, including who, where, when, and what.  | smre_di_00007  |
|                         |   | Students listen to or read the informational text, "Penguins: Birds or Fish?" Students answer literal questions, including who, where, when, and what.   | smre_ip_00027  |
|                         |   | Students will identify declarative and interrogative sentences.  | smre_ip_02305  |
|                         |   | Students will read the informational text "Amazing Magnets" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and identify declarative and interrogative sentences.                         | smre_itr_02305 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2  | SuccessMaker Item Description  | Item ID        |
|-------------------------|--|--|----------------|
|                         |  | Students practice writing and answering what-if, why, and how questions.   | smre_pp_00037  |
|                         |  | Students will read sentences to determine if they are interrogative sentences or declarative sentences.  | smre_pp_02305  |
|                         |  | Students listen to or read the decodable text, "Scrub, Spray, Splash!" Students answer literal questions and questions that ask why and how. Students also read and identify words that begin with three -letter consonant blends.           | smre_ip_01196  |
|                         |  | Students will learn about declarative and interrogative sentences.   | smre_di_02305  |
| 2-3.10.2                | with support (including visual aids and modeled sentences),                              |  |                |
| 2-3.10.2.2              | recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions | Students will read the informational text "Becoming a Butterfly" and answer Right There questions, make inferences, identify the correct sequence of events, summarize text, and identify adverbs.   | smre_itr_02304 |
|                         |  | Students will learn about adjectives.  | smre_di_02303  |
|                         |  | Students will read sentences and then underline the adverbs. Students will also determine if the adverb tells where, when, or how.   | smre_pp_02304  |
|                         |  | Students will complete sentences by choosing the correct adjective.  | smre_ip_02303  |
|                         |  | Students will read sentences and underline action verbs and circle linking verbs.  | smre_pp_02302  |
|                         |  | Students will learn about adverbs.   | smre_di_02304  |
|                         |  | Students will read the literary passage "Mayflower Babysitters" and identify characters' actions, motives, emotions, traits, and feelings; identify cause-and-effect relationships; draw conclusions; and identify adjectives and articles.  | smre_itr_02303 |
|                         |  | Students will read sentences and underline the adjectives.   | smre_pp_02303  |
|                         |  | Students will read the informational text "Olfaction: Your Sense of Smell" and answer Right There questions, identify the correct sequence of events, determine the author's purpose, summarize text, and identify action and linking verbs. | smre_itr_02302 |
|                         |  | Students will sort action and linking verbs into categories.   | smre_ip_02302  |
|                         |  | Students will complete sentences by choosing the correct adverb.   | smre_ip_02304  |
|                         |  | Students will learn about action and linking verbs.  | smre_di_02302  |



| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2                       | SuccessMaker Item Description   | Item ID        |
|-------------------------|---|---|----------------|
| 2-3.10.3                | with support (including modeled sentences),                         |   |                |
| 2-3.10.3.3              | use some frequently occurring adjectives, adverbs, and conjunctions | Students will read the informational text "Becoming a Butterfly" and answer Right There questions, make inferences, identify the correct sequence of events, summarize text, and identify adverbs.  | smre_itr_02304 |
|                         |   | Students will learn about adjectives.   | smre_di_02303  |
|                         |   | Students will read sentences and then underline the adverbs. Students will also determine if the adverb tells where, when, or how.  | smre_pp_02304  |
|                         |   | Students will complete sentences by choosing the correct adjective.   | smre_ip_02303  |
|                         |   | Students will learn about adverbs.  | smre_di_02304  |
|                         |   | Students will read the literary passage "Mayflower Babysitters" and identify characters' actions, motives, emotions, traits, and feelings; identify cause-and-effect relationships; draw conclusions; and identify adjectives and articles. | smre_itr_02303 |
|                         |   | Students will read sentences and underline the adjectives.  | smre_pp_02303  |
|                         |   | Students will complete sentences by choosing the correct adverb.  | smre_ip_02304  |
| 2-3.10.4                | with increasingly independent control,                              |   |                |
| 2-3.10.4.3              | use an increasing number of adjectives, adverbs, and conjunctions   | Students learn about words that end in -er and -est.  | smre_di_02368  |
|                         |   | Students will read the informational text "Becoming a Butterfly" and answer Right There questions, make inferences, identify the correct sequence of events, summarize text, and identify adverbs.  | smre_itr_02304 |
|                         |   | Students will learn about adjectives.   | smre_di_02303  |
|                         |   | Students practice reading and writing words with comparative endings.   | smre_pp_02368  |
|                         |   | Phonics 35  |                |
|                         |   | Students will read sentences and then underline the adverbs. Students will also determine if the adverb tells where, when, or how.  | smre_pp_02304  |
|                         |   | Students will complete sentences by choosing the correct adjective.   | smre_ip_02303  |
|                         |   | Students will learn about adverbs.  | smre_di_02304  |
|                         |   | Students will read the literary passage "Mayflower Babysitters" and identify characters' actions, motives, emotions, traits, and feelings; identify cause-and-effect relationships; draw conclusions; and identify adjectives and articles. | smre_itr_02303 |
|                         |   | Students will read sentences and underline the adjectives.  | smre_pp_02303  |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 2  | SuccessMaker Item Description   | Item ID        |
|-------------------------|--|---|----------------|
|                         |  | Students listen to or read the decodable text, "Faster, Colder, Brighter." Students read and identify words that end in -er and -est.   | smre_itr_02368 |
|                         |  | Students will complete sentences by choosing the correct adverb.  | smre_ip_02304  |
|                         |  | Students build words with comparative endings and then use the words to complete sentences.   | smre_ip_02368  |
| 2-3.10.5                | with independent control,  |   |                |
| 2-3.10.5.3              | use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs | Students learn about words that end in -er and -est.  | smre_di_02368  |
|                         |  | Students will read the informational text "Becoming a Butterfly" and answer Right There questions, make inferences, identify the correct sequence of events, summarize text, and identify adverbs.  | smre_itr_02304 |
|                         |  | Students will learn about adjectives.   | smre_di_02303  |
|                         |  | Students practice reading and writing words with comparative endings.   | smre_pp_02368  |
|                         |  | Phonics 35  |                |
|                         |  | Students will read sentences and then underline the adverbs. Students will also determine if the adverb tells where, when, or how.  | smre_pp_02304  |
|                         |  | Students will complete sentences by choosing the correct adjective.   | smre_ip_02303  |
|                         |  | Students will learn about adverbs.  | smre_di_02304  |
|                         |  | Students will read the literary passage "Mayflower Babysitters" and identify characters' actions, motives, emotions, traits, and feelings; identify cause-and-effect relationships; draw conclusions; and identify adjectives and articles. | smre_itr_02303 |
|                         |  | Students will read sentences and underline the adjectives.  | smre_pp_02303  |
|                         |  | Students listen to or read the decodable text, "Faster, Colder, Brighter." Students read and identify words that end in -er and -est.   | smre_itr_02368 |
|                         |  | Students will complete sentences by choosing the correct adverb.  | smre_ip_02304  |
|                         |  | Students build words with comparative endings and then use the words to complete sentences.   | smre_ip_02368  |

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