



SuccessMaker®

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

Tennessee Ela Standards Code	Tennessee Academic Standards English Language Arts, 2016 Grade 2	SuccessMaker Item Description	Item ID
2.FL	Foundational Literacy		
2.FL.PWR	Phonics and Word Recognition		
	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.		
2.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.		
2.FL.PWR.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	Students read the informational text "Speed" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and complete sentences by spelling words with the vowel patterns a, au, augh, and aw.	smre_itr_02312
		Students complete sentences using words with the long vowel patterns o, oa, and ow.	smre_ip_01162
		Review: Students read words with long vowel patterns, vowel digraphs, and initial consonant digraphs.	smre_pp_00007
		Students listen to or read the decodable text, "Is It True?" Students read and identify words with the long vowel patterns oo, ew, ue, and ui.	smre_ip_00016
		Students practice reading words with the long vowel patterns oo, ew, ue, and ui.	smre_pp_00006
		Students label a picture with the correct word. Correct answers focus on words with long vowel patterns.	smre_ip_00014
		Students practice reading and writing words with the long vowel patterns a, ai, and ay.	smre_pp_00058
		Students identify pictures that have the long e sound.	smre_ip_00033
		Students learn how to spell words with the vowel patterns a, au, augh, and aw.	smre_di_02312
		Students listen to or read the decodable text, "Stay Away, Bugs!" Students read and identify words with the long vowel patterns a, ai, and ay.	smre_ip_00166
		Students learn to read words with long vowel patterns: i, ie, igh, and y.	smre_di_00002
		Students complete sentences by spelling words with the vowel patterns a, au, augh, and aw.	smre_ip_02312
		Students learn to read words with long vowel patterns: a, ai, and ay.	smre_di_00040
		Students identify sentences with errors and then correct the sentences with words that have the long vowel patterns a, ai, and ay.	smre_ip_00142
		Students learn to read words with long vowel patterns: oo, ew, ue, and ui.	smre_di_00005
		Students learn to read words with long vowel patterns: o, oa, and ow.	smre_di_00315
		Students learn to read words with long vowel patterns: e, ea, ee, and y.	smre_di_00010
		Students identify pictures that have the long i sound.	smre_ip_00005
		Students practice reading words with the long vowel patterns e, ee, ea, and y.	smre_pp_00014
		Students sort words with the vowel patterns a, au, augh, and aw into categories.	smre_pp_02312
		Students practice reading and writing words with the long vowel patterns o, oa, and ow.	smre_pp_00420
		Students listen to or read the literary text, "Mouse and Hound." Students read words with the long vowel patterns e, ea, ee, and y.	smre_ip_00035
		Students complete sentences using words with the long vowel patterns oo, ew, ue, and ui.	smre_ip_00013
		Students listen to or read the decodable text, "Rose Flies Home." Students read and identify words with the long vowel patterns i, ie, igh, and y.	smre_ip_00007
		Students read the decodable text, "Sam's Stroll." Students read and identify words with the long vowel patterns o, oa, and ow.	smre_ip_01198
2.FL.PWR.3.b	Know spelling-sound correspondences for additional common vowel teams.	Students read the informational text "Speed" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and complete sentences by spelling words with the vowel patterns a, au, augh, and aw.	smre_itr_02312
		Students learn how to spell words with the vowel patterns a, au, augh, and aw.	smre_di_02312
		Students complete sentences by spelling words with the vowel patterns a, au, augh, and aw.	smre_ip_02312
		Students read the informational text "What is a Swamp?" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and complete sentences by spelling words with the vowel diphthongs ou, ow, oi, and oy.	smre_itr_02310

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		Students sort words with the vowel patterns a, au, augh, and aw into categories.	smre_pp_02312
2.FL.PWR.3.c	Decode regularly spelled two-syllable words with long vowels.	Students complete sentences using words with the long vowel patterns o, oa, and ow.	smre_ip_01162
		Students listen to or read the decodable text, "Is It True?" Students read and identify words with the long vowel patterns oo, ew, ue, and ui.	smre_ip_00016
		Students practice reading words with the long vowel patterns oo, ew, ue, and ui.	smre_pp_00006
		Students learn to read words with long vowel patterns: i, ie, igh, and y.	smre_di_00002
		Students learn to read words with long vowel patterns: oo, ew, ue, and ui.	smre_di_00005
		Students learn to read words with long vowel patterns: o, oa, and ow.	smre_di_00315
		Students practice reading words with the long vowel patterns e, ee, ea, and y.	smre_pp_00014
		Students practice reading and writing words with the long vowel patterns o, oa, and ow.	smre_pp_00420
		Students listen to or read the literary text, "Mouse and Hound." Students read words with the long vowel patterns e, ea, ee, and y.	smre_ip_00035
		Students complete sentences using words with the long vowel patterns oo, ew, ue, and ui.	smre_ip_00013
		Students listen to or read the decodable text, "Rose Flies Home." Students read and identify words with the long vowel patterns i, ie, igh, and y.	smre_ip_00007
		Students read the decodable text, "Sam's Stroll." Students read and identify words with the long vowel patterns o, oa, and ow.	smre_ip_01198
2.FL.WC	Word Composition		
	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
2.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
2.FL.WC.4.a	Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.	Students read the informational text "Speed" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and complete sentences by spelling words with the vowel patterns a, au, augh, and aw.	smre_itr_02312
		Students learn how to spell words with the vowel patterns a, au, augh, and aw.	smre_di_02312
		Students use initial digraphs (sh, th, ph, wh, ch) to fill in the blanks and read the words in context.	smre_pp_00004
		Review: Students read "Vinnie's New Toy." Students answer questions about silent consonant pairs, final consonant digraphs, contractions, and compound words.	smre_pp_00061
		Students complete sentences by spelling words with the vowel patterns a, au, augh, and aw.	smre_ip_02312
		Students read the informational text "What is a Swamp?" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and complete sentences by spelling words with the vowel diphthongs ou, ow, oi, and oy.	smre_itr_02310
		Students sort words with the vowel patterns a, au, augh, and aw into categories.	smre_pp_02312
		Students identify sentences with errors and then correct the sentences with words that have initial consonant digraphs.	smre_ip_00009
		Students build words with the consonant digraphs sh, the, wh, ch, and tch. Students will then use the words to complete sentences.	smre_ip_00008
2.FL.WC.4.b	Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.	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 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 identify sentences with errors and then correct the sentences with words that have the prefixes mis-, mid-, micro-, and non-.	smre_ip_02373
		Students practice reading and writing words using the prefixes un-, re-, pre-, and dis-.	smre_pp_02375
		Students learn to use prefixes (mis-, mid-, micro-, non-) and base words to identify the meanings of words.	smre_di_02373
		Students practice adding the prefixes micro-, mid-, mis-, and non- to words.	smre_pp_02373

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		Students learn to use prefixes (un-, re-, pre-, dis-) and base words to identify the meaning of words.	smre_di_02375
2.FL.WC.4.c	Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i.	Students read the decodable text, "Things to Do." Students also identify regular plural words and plural words that change y to i.	smre_itr_02367
		Students build plural words by changing y to i. Students then use the words to complete sentences.	smre_ip_02367
		Students learn about changing y to i to make plural words.	smre_di_02367
		Students identify sentences with errors and then correct the sentences with words that have inflectional endings. The word choices include words that double the consonant before the inflectional ending.	smre_ip_00011
		Students practice reading and writing words that change the y to i before adding -s or -es.	smre_pp_02367
		Students listen to or read the decodable text, "Lifting." Students read and identify words with inflectional endings, including words that double the consonant before the ending.	smre_ip_00012
2.FL.F	Fluency		
	Read with sufficient accuracy and fluency to support comprehension.		
2.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.		
2.FL.F.5.a	Read grade-level text with purpose and understanding.		
2.FL.F.5.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Students read grade-level text with 95-100 percent accuracy.	smre_ip_00053
		Students are prompted to fluently read the one of two literary texts: "Let's Play Ball" and "The Relay Race." Readings are recorded and students are prompted to save their best recording for teacher assessment.	smre_ip_00125
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00748
		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
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00019
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00066
		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 read grade-level text with 95-100 percent accuracy.	smre_ip_00143
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_01220
		Students are prompted to fluently read one of two literary texts: "A Day at the Races" or "A Good Egg." Readings are recorded and students are prompted to save the best recording for teacher assessment.	smre_ip_00180
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00746
		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 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 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 are prompted to fluently read the informational text, "Polar Bears," or the literary text, "Treasure Garden." Readings are recorded and students are prompted to save the best recording for teacher assessment.	smre_ip_00086
		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 read grade-level text with 95-100 percent accuracy.	smre_ip_00744
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00745
		Students are prompted to fluently read one of two informational texts: "A Forest Full of Trees" or "Speed." Readings are recorded and students are prompted to save the best recording for teacher assessment.	smre_ip_00131
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00121

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		Students read with phrasing.	smre_ip_00747
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00096
		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 read grade-level text with 95-100 percent accuracy.	smre_ip_00032
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00742
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00743
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00108
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00085
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00038
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_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 read one of two literary texts: "Twin Sisters" or "Hurricane Trackers." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_01272
		Students are prompted to read one of two literary texts, "Save Those Nuts," and "Jackrabbit and Roadrunner." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_00134
		Students are prompted to read one of two decodable texts: "Mrs. Jenkins" and "My Future." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_00178
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00006
		Students are prompted to fluently read one of two literary texts: "The Shopping List" or "The Pancake Signs." Readings are recorded and the students are prompted to save the best recording for teacher assessment.	smre_ip_00179
2.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	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
2.FL.SC	Sentence Composition		
	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.		
2.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.		
2.FL.SC.6.b	Form and use frequently occurring irregular plural nouns.	Students read the decodable text, "Things to Do." Students also identify regular plural words and plural words that change y to i.	smre_itr_02367
		Students build plural words by changing y to i. Students then use the words to complete sentences.	smre_ip_02367
		Students learn about changing y to i to make plural words.	smre_di_02367
		Students practice reading and writing words that change the y to i before adding -s or -es.	smre_pp_02367
2.FL.VA	Vocabulary Acquisition		
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
2.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.		
2.FL.VA.7a.i	Use sentence-level context as a clue to the meaning of a word or phrase.	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

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2.FL.VA.7a.ii	Determine the meaning of the new word formed when a known prefix is added to a known word.	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 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 identify sentences with errors and then correct the sentences with words that have the prefixes mis-, mid-, micro-, and non-.	smre_ip_02373
		Students learn to use prefixes (mis-, mid-, micro-, non-) and base words to identify the meanings of words.	smre_di_02373
		Students practice adding the prefixes micro-, mid-, mis-, and non- to words.	smre_pp_02373
		Students learn to use prefixes (un-, re-, pre-, dis-) and base words to identify the meaning of words.	smre_di_02375
		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
2.FL.VA.7a.iv	Use knowledge of the meaning of individual words to predict the meaning of compound words.	Students recognize compound words and match the words in the word boxes to make compound words.	smre_pp_00060
		Students learn to identify the two words that make up a compound word.	smre_di_00042
		Students build compound words and then use the words to complete sentences.	smre_ip_00147
		Students listen to or read the literary text, "The Missing Bike." Students identify the two words that make up a compound word.	smre_ip_00168
2.R	Reading		
2.R.KID	Key Ideas and Details		
2.RL.KID	Literature		
	Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
2.RL.KID.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	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
		Students learn to answer literal questions, including who, where, when, and what.	smre_di_00007
2.RI.KID	Informational Text		
	Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
2.RI.KID.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	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
		Students learn to answer literal questions, including who, where, when, and what.	smre_di_00007
2.R.CS	Craft and Structure		
2.RI.CS	Informational Text		
	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
2.RI.CS.5	Know and use various text features to locate key facts or information in a text efficiently.	Students learn to use titles, tables of contents, and chapter headings to locate information.	smre_di_00033
		Students use text features to aid in understanding and chunking information. Students read a poster and answer questions.	smre_pp_00049

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		Students listen to or read the informational text, "Alaska: The Land of White and Gold." Students also use text features to aid in understanding and chunking information.	smre_ip_00154
		Students listen to or read the informational text, "The Desert." Students use titles, tables of contents, and chapter headings to locate information.	smre_ip_01276
		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 learn to use titles, tables of contents, and chapter headings to locate information.	smre_di_00015
		Students listen to or read the informational text, "Deserts." Students use titles, tables of contents, and chapter headings to locate information.	smre_ip_00057
		Students use titles, table of contents, and chapter headings. Students use the table of contents to answer questions.	smre_pp_00022
		Review: Students read "A Monsoon," use titles, table of contents, and chapter headings, and they answer questions about the main idea.	smre_pp_00026
	Assess how point of view or purpose shapes the content and style of a text.		
2.RI.CS.6	Identify the main purpose of a text, including what an author wants to answer, explain, or describe.	Students read the informational text "Speed" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and complete sentences by spelling words with the vowel patterns a, au, augh, and aw.	smre_itr_02312
		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 read the informational text "What is a Swamp?" and answer Right There questions, make inferences, summarize text, determine the author's purpose, and complete sentences by spelling words with the vowel diphthongs ou, ow, oi, and oy.	smre_itr_02310
		Students read the informational text "The Seasons" and answer Right There questions, make inferences, determine the author's purpose, summarize text, and complete sentences by spelling words with the consonant patterns ph, gh, ck, and ng.	smre_itr_02311
		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 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 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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