

A Correlation of



SuccessMaker®

to the

**Wisconsin Standards for
English Language Arts 2020, Grade 2**

**Alignments to SuccessMaker
Providing rigorous intervention
for K-8 learners with unparalleled precision**

**A Correlation of SuccessMaker Reading, Grade 2 to the
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RF.2	Reading Foundational Skills		
	Print Concepts		
	Not applicable in grade 2.		
	Phonological Awareness		
RF.2.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
RF.2.2.a	Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.	Phonological and Print Awareness Targeted Lesson 14: Remove Phonemes	PPATL.14
		Phonological and Print Awareness Targeted Lesson 16: Manipulate Phonemes	PPATL.16
		Phonological and Print Awareness Targeted Lesson 13: Change Phonemes	PPATL.13
		Phonological and Print Awareness Targeted Lesson 12: Add Phonemes	PPATL.12
	Phonics and Word Recognition		
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	Students practice reading words with the long vowel patterns e, ee, ea, and y.	smre_pp_00014
		Students learn to read words with long vowel patterns: a, ai, and ay.	smre_di_00040
		Students learn to read words with long vowel patterns: oo, ew, ue, and ui.	smre_di_00005
		Students practice reading VCe words.	smre_pp_00002
		Review: Students read words with long vowel patterns, vowel digraphs, and initial consonant digraphs.	smre_pp_00007
		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

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		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 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
		Phonological and Print Awareness Targeted Lesson 11: Distinguish Long and Short Vowel Sounds	PPATL.11
		Students practice reading and writing words with the long vowel patterns a, ai, and ay.	smre_pp_00058
		Students learn to read words with long vowel patterns: e, ea, ee, and y.	smre_di_00010
		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: o, oa, and ow.	smre_di_00315
		Students complete sentences using words with the long vowel patterns o, oa, and ow.	smre_ip_01162
		Phonics and Spelling Targeted Lesson 14: Long Vowels CV	PSTL.14
		Students learn to read words with long vowel patterns: i, ie, igh, and y.	smre_di_00002
		Students practice reading and writing words with the long vowel patterns o, oa, and ow.	smre_pp_00420
		Students distinguish short and long vowel sounds by identifying pictures and building words to match the pictures.	smre_ip_00015
		Students identify pictures that have the long e sound.	smre_ip_00033
		Students use the correct vowels to complete words that have the CVCe or the CVVC pattern.	smre_pp_00003

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		Students label a picture with the correct word. Correct answers focus on words with long vowel patterns.	smre_ip_00014
		Students distinguish short and long vowel sounds by identifying pictures and by building words to match the pictures.	smre_ip_00004
		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
		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 complete sentences using words with the long vowel patterns oo, ew, ue, and ui.	smre_ip_00013
RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.	Phonics and Spelling Targeted Lesson 18: Long i Digraph ie	PSTL.18
		Phonics and Spelling Targeted Lesson 20: Long u Digraphs ue, ew, ui	PSTL.20
		Students sort words with the vowel patterns a, au, augh, and aw into categories.	smre_pp_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 learn to read words with long vowel patterns: oo, ew, ue, and ui.	smre_di_00005
		Phonics and Spelling Targeted Lesson 16: Long a Digraphs ai, ay	PSTL.16
		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

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		Phonics and Spelling Targeted Lesson 7: Decode and Spell CVC and CVCC Words: Final x/ks/, ck/k/.	PSTL.7
		Phonics and Spelling Targeted Lesson 15: Vowel Sounds of y	PSTL.15
		Students learn to read words with long vowel patterns: e, ea, ee, and y.	smre_di_00010
		Students practice reading words with the long vowel patterns oo, ew, ue, and ui.	smre_pp_00006
		Phonics and Spelling Targeted Lesson 26: Long i: igh	PSTL.26
		Students complete sentences using words with the long vowel patterns o, oa, and ow.	smre_ip_01162
		Phonics and Spelling Targeted Lesson 27: Long i: i and Long o: o	PSTL.27
		Phonics and Spelling Targeted Lesson 19: Long o Digraphs oa, ow	PSTL.19
		Students learn to read words with long vowel patterns: i, ie, igh, and y.	smre_di_00002
		Students practice reading and writing words with the long vowel patterns o, oa, and ow.	smre_pp_00420
		Students use the correct vowels to complete words that have the CVCe or the CVVC pattern.	smre_pp_00003
		Phonics and Spelling Targeted Lesson 35: Vowel Sound in ball: al, au, aw	PSTL.35
		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 identify pictures that have the long i sound.	smre_ip_00005
		Phonics and Spelling Targeted Lesson 28: Vowel Teams oo, ou	PSTL.28

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		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
		Phonics and Spelling Targeted Lesson 6: Decode and Spell CVC Words: Qq/kw/, Vv/v/, Yy/y/, Zz/z/	PSTL.6
		Phonics and Spelling Targeted Lesson 17: Long e Digraphs ee, ea	PSTL.17
		Students complete sentences using words with the long vowel patterns oo, ew, ue, and ui.	smre_ip_00013
RF.2.3.c	Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).	Students practice reading words with the long vowel patterns e, ee, ea, and y.	smre_pp_00014
		Students learn to read words with long vowel patterns: a, ai, and ay.	smre_di_00040
		Students learn to read words with long vowel patterns: oo, ew, ue, and ui.	smre_di_00005
		Students practice reading VCe words.	smre_pp_00002
		Review: Students read words with long vowel patterns, vowel digraphs, and initial consonant digraphs.	smre_pp_00007
		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 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 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

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		Students practice reading and writing words with the long vowel patterns a, ai, and ay.	smre_pp_00058
		Students learn to read words with long vowel patterns: e, ea, ee, and y.	smre_di_00010
		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: o, oa, and ow.	smre_di_00315
		Students complete sentences using words with the long vowel patterns o, oa, and ow.	smre_ip_01162
		Phonics and Spelling Targeted Lesson 14: Long Vowels CV	PSTL.14
		Students learn to read words with long vowel patterns: i, ie, igh, and y.	smre_di_00002
		Students practice reading and writing words with the long vowel patterns o, oa, and ow.	smre_pp_00420
		Students identify pictures that have the long e sound.	smre_ip_00033
		Students use the correct vowels to complete words that have the CVCe or the CVVC pattern.	smre_pp_00003
		Students label a picture with the correct word. Correct answers focus on words with long vowel patterns.	smre_ip_00014
		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
		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 complete sentences using words with the long vowel patterns oo, ew, ue, and ui.	smre_ip_00013

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RF.2.3.d	Decode words with common prefixes and suffixes.	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, "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
		Phonics and Spelling Targeted Lesson 42: Prefixes re-, un-, dis-	PSTL.42
		Phonics and Spelling Targeted Lesson 43: Suffixes -ly, -ful, -er, -or	PSTL.43
		Students practice reading and writing words with the suffixes -ness, -less, -ible, and -able.	smre_pp_02372
		Students practice reading and writing words using the prefixes un-, re-, pre-, and dis-.	smre_pp_02375
		Students identify sentences with errors and then correct the sentences with words that have the suffixes -ness, -less, -able, and -ible.	smre_ip_02372
RF.2.3.e	Know when to double the final consonant when adding a suffix. -ing, -ed.	Phonics and Spelling Targeted Lesson 34: Comparative and Superlative Endings with Spelling Changes	PSTL.34
		Students practice doubling the consonant before adding the inflectional endings -ed and -ing to words.	smre_pp_00005
		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

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		Phonics and Spelling Targeted Lesson 32: Inflected Ending -ed with Spelling Changes	PSTL.32
		Phonics and Spelling Targeted Lesson 30: Inflected Ending -ing with Spelling Changes	PSTL.30
		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
		Students will learn about doubling consonants before adding inflected endings to words.	smre_di_00004
RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.	Phonics and Spelling Targeted Lesson 44: Words with Irregular Spellings	PSTL.44
	Fluency		
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.		
RF.2.4.a	Read grade-level text with purpose and understanding.	Review: Students read the paragraph and answer literal questions.	smre_pp_00016
		Students answer literal questions. Students read the letter from Jose Gila Monster and answer the questions.	smre_pp_00018
RF.2.4.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_00748
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00745
		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_00744
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00006
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_01220
		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_00066

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		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_00742
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00121
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00023
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00746
		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_00096
		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_00143
		Students read grade-level text with 95-100 percent accuracy.	smre_ip_00053
R.2	Reading		
	Key Ideas and Details		
R.2.1	Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)	Students listen to or read the literary text, "Lost Lucky Shirt." Students also answer questions about the setting of the story and use prior knowledge to understand unfamiliar words.	smre_ip_00158
		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 summarize text. Students also read a story and complete the questions.	smre_pp_00020
		Students identify elements of character. Students read "The Puppy" and answer the questions.	smre_pp_00063

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		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 recognize organizational patterns of text: compare and contrast. Students read the sentences and answer the questions.	smre_pp_00065
		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 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 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 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

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		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 literary text, "Jackrabbit and Roadrunner." Students confirm predictions based on information from text and answer literal questions.	smre_ip_00048
		Students learn to use question-and-answer relationships (Right There; Think and Search) to improve comprehension of texts.	smre_di_00054
		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 read the literary story, "Ashton and Chewy," and draw conclusions about what they have read.	smre_pp_00034
		Students listen to or read the literary text, "Summer Storm." Students answer Text and You and On My Own questions.	smre_ip_00207
		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 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

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		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 listen to or read the literary passage, "Hurricane Trackers." Students answer Right There and Think and Search questions.	smre_ip_00204
		Students read a passage about camping and answer Text and You and On My Own questions.	smre_pp_00456
R.2.3	Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI)	Students listen to or read the literary text, "The Relay Race." Students answer questions about main characters, setting, theme, and plot.	smre_ip_00161
	Craft and Structure		
R.2.4	Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. (RI&RL)	Students listen to or read the literary text, "Psst! Mommy, Daddy." Students recognize figurative language: alliteration.	smre_ip_00200
		Students recognize figurative language: alliteration.	smre_ip_00187
		Students read "A Visit to the Red Sea". Students answer questions about idioms, alliteration, homographs and homophones, similes and metaphors.	smre_pp_00072
		Phonological and Print Awareness Targeted Lesson 2: Identify Alliteration	PPATL.2
		Students learn to recognize figurative language: alliteration.	smre_di_00050
		Students listen to or read the literary text, "Psst! Mommy, Daddy." Students recognize figurative language: alliteration.	smre_pp_00457

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R.2.5	Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)	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 "Wasps and Bees," compare and contrast text features, draw conclusions, and summarize.	smre_pp_00052
		Students use text features to aid in understanding and chunking information. Students read a poster and answer questions.	smre_pp_00049
		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 use titles, tables of contents, and chapter headings to locate information.	smre_di_00033
		Students use information from simple tables, maps, and charts to learn about a topic. Students also use the table to answer questions.	smre_pp_00029
		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 learn to use titles, tables of contents, and chapter headings to locate information.	smre_di_00015
		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 listen to or read the literary text, "A Day at Green Leaf Gardens." Students use information from simple tables, maps, and charts to learn about a topic.	smre_ip_00076

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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 identify objects on a map.	smre_ip_00078
		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
		Students learn to recognize the elements of plot: beginning, middle, and end.	smre_di_00012
		Comparing Texts A Targeted Lesson 2: Compare and contrast two versions of the same story: Cinderella, Tattercoats	CTATL.2
		Students use titles, table of contents, and chapter headings. Students use the table of contents to answer questions.	smre_pp_00022
		Comparing Texts A Targeted Lesson 1: Compare and contrast two versions of the same story. Goldilocks and the Three Bears, The Three Bears Inn	CTATL.1
R.2.6	Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)	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 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

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		Comparing Texts A Targeted Lesson 3: Compare and contrast main ideas of two texts on the same topic. Let's Make a Trade!, It's a Fair Swap!	CTATL.3
		Comparing Texts A Targeted Lesson 4: Compare and contrast important ideas of two texts on the same topic. • All About Penguins, The Frozen Continent: Antarctica	CTATL.4
		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 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 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 "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

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		Comparing Texts A Targeted Lesson 23: Compare and contrast the text structure of events and ideas in two texts. <i>Driven to Change, Saving Trees</i>	CTATL.23
		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
	Integration of Knowledge and Ideas		
R.2.9	Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one's own and others' culture. (RI&RL)	Comparing Texts A Targeted Lesson 20: Combine information from several texts in order to speak knowledgeably about a topic. <i>Dangerous Storms, Storm Chasing Challenges</i>	CTATL.20
		Students learn to make comparisons across different versions of reading selections on the same topic, such as analyzing culture, characters, or themes.	smre_di_00045
		Comparing Texts A Targeted Lesson 5: Synthesize main ideas of two texts on the same topic. <i>All About Birds, Welcome to the Jungle</i>	CTATL.5
		Comparing Texts A Targeted Lesson 24: Compare and contrast the text structure of events and ideas in two texts. <i>Earth's Closest Neighbor, One Giant Leap</i>	CTATL.24
		Comparing Texts A Targeted Lesson 3: Compare and contrast main ideas of two texts on the same topic. <i>Let's Make a Trade!, It's a Fair Swap!</i>	CTATL.3
		Comparing Texts A Targeted Lesson 4: Compare and contrast important ideas of two texts on the same topic. <i>All About Penguins, The Frozen Continent: Antarctica</i>	CTATL.4

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		Comparing Texts A Targeted Lesson 25: Compare and contrast the text structure of events and ideas in two texts. John Muir: Protector of the Wilderness The Wonders of Western Geography	CTATL.25
		Comparing Texts A Targeted Lesson 2: Compare and contrast two versions of the same story. Cinderella, Tattercoats	CTATL.2
		Comparing Texts A Targeted Lesson 19: Combine information from several texts in order to speak knowledgeably about a topic. The Blues Evolution, The Root of the Blues	CTATL.19
		Comparing Texts A Targeted Lesson 1: Compare and contrast two versions of the same story. Goldilocks and the Three Bears, The Three Bears Inn	CTATL.1
		Comparing Texts A Targeted Lesson 10: Compare and contrast main ideas and details from two texts on the same topic. The Civil Rights Movement, The Women's Movement	CTATL.10
W.2	Writing Standards		
	Text Types and Purposes		
W.2.3	Create writing that utilizes:		
W.2.3.a	Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text.	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
		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 learn to recognize the elements of plot: beginning, middle, and end.	smre_di_00012

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W.2.3.c	Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.	Students complete sentences using grade-level content words.	smre_ip_00084
		Students complete sentences using grade-level content words.	smre_ip_01269
		Students complete sentences using grade-level content words.	smre_ip_01275
		Students complete sentences using grade-level content words.	smre_ip_00055
		Students summarize text. Students use the words in the word bank to complete sentences about the water cycle.	smre_pp_00024
	Inquiry to Build and Present Knowledge		
W.2.9	With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.	Students learn to draw valid conclusions.	smre_di_00026
		Students draw valid conclusions.	smre_ip_00190
		Students draw valid conclusions. Students look at the pictures and circle the answer that best describes it.	smre_pp_00038
		Students draw valid conclusions and make generalizations supported by text.	smre_ip_00068
		Students learn to draw valid conclusions.	smre_di_00023
		Students read the literary story, "Ashton and Chewy," and draw conclusions about what they have read.	smre_pp_00034
		Students listen to or read the literary text, "The Cleanup Crew." Students draw conclusions, sequence events, and summarize text.	smre_ip_00093

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SL.2	Speaking & Listening		
	Presentation of Knowledge and Ideas		
SL.2.5	Include digital media and visual displays in presentations to clarify or support ideas, thoughts, and feelings.	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 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 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 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

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		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 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 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 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
		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 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

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L.2	Language		
	Vocabulary Acquisition and Use		
L.2.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.		
L.2.2.a	Determine the meaning of a new word when a prefix or suffix is added.	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 learn to use prefixes (un-, re-, pre-, dis-) and base words to identify the meaning of words.	smre_di_02375
		Students identify sentences with errors and then correct the sentences with words that have the prefixes mis-, mid-, micro-, and non-.	smre_ip_02373
		Phonics and Spelling Targeted Lesson 42: Prefixes re-, un-, dis-	PSTL.42
		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 practice reading and writing words using the prefixes un-, re-, pre-, and dis-.	smre_pp_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
L.2.2.b	Use a common root word as a clue to the meaning of an unknown word.	Students learn to use prefixes (mis-, mid-, micro-, non-) and base words to identify the meanings of words.	smre_di_02373

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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 relate unfamiliar words to prior knowledge.	smre_di_00006
		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 relate unfamiliar words to prior knowledge.	smre_ip_00024
		Students learn to use base words and suffixes (-ness, -less, -able, -ible) to identify the meaning of words.	smre_di_02372
L.2.2.c	Use individual words to predict meaning of compound words (e.g., birdhouse).	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 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
		Phonics and Spelling Targeted Lesson 22: Compound Words	PSTL.22
		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

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L.2.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.).	Students learn to relate unfamiliar words to prior knowledge.	smre_di_00006
		Students relate unfamiliar words to prior knowledge.	smre_ip_00024
	Conventions of Standardized English		
L.2.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.		
L.2.5.a	Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.	Students will complete sentences by choosing the correct adverb.	smre_ip_02304
		Students will learn about adverbs.	smre_di_02304
		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 practice reading and writing words that change the y to i before adding -s or -es.	smre_pp_02367
		Students learn about changing y to i to make plural words.	smre_di_02367

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L.2.5.b	Production, expansion, and rearrangement of complete simple and compound sentences.	Students will match subjects to predicates to form complete sentences.	smre_ip_02306
L.2.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.		
L.2.6.c	Apostrophes in contractions and frequently occurring possessives.	Phonics and Spelling Targeted Lesson 41: Contractions	PSTL.41
L.2.6.d	Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).	Students learn to use prefixes (mis-, mid-, micro-, non-) and base words to identify the meanings of words.	smre_di_02373
		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 relate unfamiliar words to prior knowledge.	smre_di_00006
		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 relate unfamiliar words to prior knowledge.	smre_ip_00024
		Students read multisyllabic words. Students write the words in the word bank under the correct heading, then use the words to complete the sentences.	smre_pp_00013
		Students learn to use base words and suffixes (-ness, -less, -able, -ible) to identify the meaning of words.	smre_di_02372