

A Correlation of



SuccessMaker[®]

to the

**Wisconsin Standards for
English Language Arts 2020, Grade 6**

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

**A Correlation of SuccessMaker Reading, Grade 6 to the
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Wisconsin English Language Arts Standards Code	Wisconsin Standards for English Language Arts 2020 Grade 6	SuccessMaker Item Description	Item ID
R.6	Reading		
	Key Ideas and Details		
R.6.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	Students learn to draw conclusions based on explicit information.	smre_di_00422
		Students read the informational text, "The Mystery of Ogopogo." Students also use question-and-answer relationships (Right There), distinguish fact and opinion, make inferences, and distinguish between the spellings of homophones.	smre_itr_001289
		Students will read the informational text "The Globe Theater" and answer Right There questions and Think and Search questions, draw conclusions, analyze author's word choice, make generalizations, and identify adjectives.	smre_itr_001275
		Students will read the informational text "The Lost City of Machu Picchu" and answer Right There questions and Think and Search questions, draw conclusions, make generalizations, and identify subject/verb agreement.	smre_itr_001282
		Students read informational text, "Charles Dryden and the Tuskegee Airmen." Students also determine the meaning of multiple-meaning words in context, determine the author's purpose, draw valid conclusions, distinguish between fact and opinion, and use question-and-answer relationships (Right There, Text and You).	smre_itr_01401
		Students draw conclusions based on explicit information.	smre_ip_01322

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		Students will read the literary passage "Gazing at Gargoyles" and answer Right There questions and Think and Search questions; make predictions; make inferences; identify characters' actions, motives, emotions, traits, and feelings; and identify conjunctions and interjections.	smre_itr_001278
		Students read the literary text, "Mikaila's Midnight Beach Adventure." Students also answer questions about characters and setting, make inferences, draw conclusions, and read words with complex spelling patterns.	smre_itr_001286
		Students will read the biography "Jacques Cousteau: World-Famous Underwater Explorer" and answer Right There questions and Think and Search questions, draw conclusions, make generalizations, and identify nouns.	smre_itr_001272
		Students read the informational text, "The Unanswered Questions of Easter Island." Students also determine the author's purpose, use question-and-answer relationships (Right There), distinguish fact from opinion, draw conclusions, and identify main ideas.	smre_itr_01412
		Students read the informational text "Earth's Place in Space: The Milky Way." Students also interpret analogies, use question-and-answer relationships (Right There, Think and Search), compare and contrast ideas, and draw valid conclusions.	smre_itr_01419

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		Students read an excerpt from the informational text, "Inventions from Space Travel." Students also determine the meaning of synonyms, identify explicit and implicit main ideas, use question-and-answer relationships (Right There), and draw valid conclusions.	smre_itr_01421
		Students read the informational text, "Terra-Cotta Warriors." Students also use question-and-answer relationships (Right There), draw conclusions, make inferences, and understand common spelling errors.	smre_itr_001287
		Students will read the informational text "Unlocking Jupiter's Mysteries" and answer Right There questions, compare and contrast ideas, draw conclusions, make inferences, and understand the usage of semicolons and colons.	smre_itr_001284
		Students will read the informational text "The Fastest Place on Earth" and answer Right There questions, make inferences, draw conclusions, determine the author's purpose, and identify clauses.	smre_itr_001281
		Students read a passage and draw conclusions based on information in the text.	smre_pp_00506
		Students read the literary text, "Hernando, La Quebrada Cliff Diver." Students also answer questions about setting, analyze how characters deal with conflict and solve problems, use question-and-answer relationships (Right There), make inferences, and distinguish between the spellings of homophones.	smre_itr_001288

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		Students read the informational text, "Algal Blooms." Students also draw conclusions based on explicit information, make predictions, identify cause-and-effect relationships, summarize information, and use question-and-answer relationships (Right There).	smre_itr_01422
		Students will read the informational text "Deep-Sea Dweller" and answer Right There questions, make inferences, draw conclusions, and identify adverbs.	smre_itr_001276
R.6.2	Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL)	Students read the informational text, "An Astonishing Discovery." Students also use question-and-answer relationships (Right There, Think and Search), summarize information, make inferences, draw conclusions, and read words with complex spelling patterns.	smre_itr_001285
		Students summarize information distinguishing relevant from irrelevant information.	smre_ip_01318
		Students read the informational text, "The Tengu of Japanese Mythology." Students also analyze organizational patterns (compare and contrast), identify cause-and-effect relationships, differentiate between fact, opinion, and bias, summarize text, and use question-and-answer relationships (Right There).	smre_itr_01414
		Comparing Texts B Targeted Lesson 4: Synthesize information from several texts in order to come to a new understanding. The Plight of the Passenger Pigeon, Good News for Feathered Friends	CTBTL.4

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		Students read the informational text, "The Newport Tower A Historical Mystery." Students also use affixes to determine the meanings of words, analyze author's word choice, use question-and-answer relationships (Right There), identify cause-and-effect relationships, analyze organizational patterns of text (compare and contrast), and summarize.	smre_itr_01413
		Students will read the literary passage "Rain of Fish" and answer questions about setting; answer Right There questions; summarize text; identify characters' actions, motives, emotions, traits, and feelings; and understand the usage of commas.	smre_itr_001283
		Students will read the informational text "Up, Up, and Away!" and answer Right There questions and Think and Search questions, summarize, draw conclusions, make inferences, and identify verbs.	smre_itr_001274
		Students read the informational text "The Ghost of Blythswood Square." Students also make inferences, use question-and-answer relationships (Right There, Think and Search), identify the main idea, summarize text, and analyze author's word choice.	smre_itr_01410
		Students read an excerpt from the informational text, "Earth's Place in Space: Studying Space." Students also summarize information, identify the main idea and supporting details, identify the author's view point and bias, draw conclusions, and use question-and-answer relationships (Right There).	smre_itr_01418

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		Students read the informational text, "Bessie Coleman: American Legend." Students also identify the main idea and supporting details of a passage, summarize text, and use question-and-answer relationships (Right There, Think and Search).	smre_itr_01400
		Students read literary text, "Ra and Isis: An Egyptian Myth." Students also determine the meaning of similes; identify characters' actions, motives, emotions, traits, and feelings; use question-and-answer relationships (Think and Search); draw valid conclusions; and summarize.	smre_itr_01415
		Students read the informational article, "More than Words." Then students identify the main idea, use information from charts to learn about a topic, summarize text, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words.	smre_itr_01409
		Students learn to summarize text by distinguishing relevant from irrelevant information.	smre_di_00418
		Comparing Texts B Targeted Lesson 5: Synthesize information from several texts in order to come to a new understanding. Explore with Science, Are People Ruining Antarctica?	CTBTL.5
		Students read the informational text, "Algal Blooms." Students also draw conclusions based on explicit information, make predictions, identify cause-and-effect relationships, summarize information, and use question-and-answer relationships (Right There).	smre_itr_01422

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		Students read the poem, "New Navigation." Students also paraphrase information, use question-and-answer relationships (Right There), summarize text, make inferences, and determine the author's purpose.	smre_itr_01406
		Comparing Texts B Targeted Lesson 7: Compare and contrast stories in the same genre. from The Journey Through Earth, from The Domes on Mars	CTBTL.7
	Craft and Structure		
R.6.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)	Comparing Texts B Targeted Lesson 1: Compare and contrast first- and third-person narrations. The Rip Current Rescue, Tom Rides Out the Quake	CTBTL.1
		Comparing Texts B Targeted Lesson 22: Compare and contrast story elements to determine how they contribute to meaning and style. Spiderman Saves the Day; Try, Try Again	CTBTL.22
R.6.6	In literary texts, identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts. (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)	Comparing Texts B Targeted Lesson 18: Compare and contrast authors' purposes to distinguish how their positions differ. The Movement of Citizens, The United States Moves West	CTBTL.18
		Comparing Texts B Targeted Lesson 17: Compare and contrast authors' points of view to distinguish how their positions differ. Captive or Free?, The Price of Knowledge	CTBTL.17

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		Students read informational text, "Charles Dryden and the Tuskegee Airmen." Students also determine the meaning of multiple-meaning words in context, determine the author's purpose, draw valid conclusions, distinguish between fact and opinion, and use question-and-answer relationships (Right There, Text and You).	smre_itr_01401
		Students will read the informational text "The Original Bungee Jumpers" and answer Right There questions, make inferences, determine the author's purpose, and identify prepositions.	smre_itr_001277
		Students read the informational text, "Six Ways to Resolve Family Conflict." Then students determine the author's purpose, identify steps in a process, and answer literal questions. Students also use their knowledge of morphological families to understand academic vocabulary words.	smre_itr_02394
		Students read the informational text, "The Unanswered Questions of Easter Island." Students also determine the author's purpose, use question-and-answer relationships (Right There), distinguish fact from opinion, draw conclusions, and identify main ideas.	smre_itr_01412
		Students read an excerpt from the informational text, "Earth's Place in Space: Studying Space." Students also summarize information, identify the main idea and supporting details, identify the author's view point and bias, draw conclusions, and use question-and-answer relationships (Right There).	smre_itr_01418

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		Comparing Texts B Targeted Lesson 13: Compare and contrast how different authors present similar events. Rights for Migrant Workers, The Legacy of César Chávez	CTBTL.13
		Students will read the informational text "The Fastest Place on Earth" and answer Right There questions, make inferences, draw conclusions, determine the author's purpose, and identify clauses.	smre_itr_001281
		Students read an excerpt from the informational text, "Inside Sea Creatures." Students also determine the meaning of multiple-meaning words in context, identify the main idea and supporting details, use question-and-answer relationships (Right There), compare and contrast ideas, make inferences, and determine the author's purpose.	smre_itr_01423
		Comparing Texts B Targeted Lesson 25: Compare and contrast conflicting information from two texts on the same topic. Biofuels to the Rescue, Sun-Powered Speed	CTBTL.25
	Integration of Knowledge and Ideas		
R.6.9	Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	Comparing Texts B Targeted Lesson 18: Compare and contrast authors' purposes to distinguish how their positions differ. The Movement of Citizens, The United States Moves West	CTBTL.18
		Comparing Texts B Targeted Lesson 17: Compare and contrast authors' points of view to distinguish how their positions differ. Captive or Free?, The Price of Knowledge	CTBTL.17

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		Comparing Texts B Targeted Lesson 23: Compare and contrast conflicting information from two texts on the same topic. Speaking for the Wolves, Protecting Our Livestock	CTBTL.23
		Comparing Texts B Targeted Lesson 24: Compare and contrast conflicting information from two texts on the same topic. The Hidden Benefits of Video Games, Video Games: The Limits of Fun	CTBTL.24
		Comparing Texts B Targeted Lesson 11: Compare and contrast how different genres approach similar themes. The Honest Woodcutter, When It Rains	CTBTL.11
		Comparing Texts B Targeted Lesson 22: Compare and contrast story elements to determine how they contribute to meaning and style. Spiderman Saves the Day, Try, Try Again	CTBTL.22
		Comparing Texts B Targeted Lesson 25: Compare and contrast conflicting information from two texts on the same topic. Biofuels to the Rescue, Sun-Powered Speed	CTBTL.25
W.6	Writing Standards		
	Text Types and Purposes		
W.6.3	Create writing that utilizes:		
W.6.3.a	Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing.	Students learn to identify compare and contrast organizational patterns in an expository text.	smre_di_00414

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W.6.3.c	Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events.	Students practice using word relationships to better understand the meaning of academic vocabulary words.	smre_pp_02398
		Students practice using word relationships to better understand the meaning of academic vocabulary words.	smre_pp_02395
		Students will use a graphic organizer to plan ideas to write an introduction speech for an adventurer. Students will write the speech using at least three academic vocabulary words from the lesson.	smre_pp_02397
		Students complete sentences using academic and domain-specific vocabulary words.	smre_ip_02396
		Students use a graphic organizer to list their thoughts and ideas about resolving conflicts. Students then use at least three academic vocabulary words from the lesson to write a letter responding to a student asking how to resolve a conflict.	smre_pp_02394
		Students use a graphic organizer to list their thoughts and ideas about body language. Students then use at least three academic vocabulary words from the lesson to write an advice column about how to read and interpret body language.	smre_pp_00610
		Students use a graphic organizer to list information about Helen Thayer. Students then use at least three academic vocabulary words from the lesson to write a short biography about her.	smre_pp_02396
	Inquiry to Build and Present Knowledge		

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W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Students read a passage and paraphrase the information in their own words.	smre_pp_00505
		Students learn to paraphrase information from a text.	smre_di_00406
		Students read a passage and paraphrase information.	smre_pp_00537
		Students paraphrase information from paragraphs.	smre_ip_01306
		Students read the poem, "New Navigation." Students also paraphrase information, use question-and-answer relationships (Right There), summarize text, make inferences, and determine the author's purpose.	smre_itr_01406
L.6	Language		
	Vocabulary Acquisition and Use		
L.6.2	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.6.2.b	Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	Students learn to use Greek and Latin roots to determine the meaning of unfamiliar words.	smre_di_00403
		Students read literary text, "Freefall." Students also use Greek and Latin roots to determine the meaning of words, use question-and-answer relationships (Right There, Think and Search), make inferences, identify characters' actions, motives, emotions, traits, and feelings, and identify the main idea of the text.	smre_itr_01403

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		Students practice using Greek and Latin roots to better understand the meaning of words.	smre_pp_00611
		Students use Greek and Latin roots to determine the missing words in short sentences.	smre_ip_01303
L.6.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.6.3.a	Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.	Students read sentences and determine if underlined words are denotative or connotative.	smre_pp_00536
		Students learn to distinguish denotative and connotative meanings.	smre_di_00405
		Students read literary text, "Meeting Amelia Earhart." Students also distinguish denotative and connotative meanings; identify the main idea and supporting details; use question-and-answer relationships (Right There); identify characters' actions, motives, emotions, traits, and feelings; and make inferences.	smre_itr_01405
		Students distinguish denotative and connotative meanings using the context of short sentences.	smre_ip_01305
		Students read sentences and determine if underlined words are denotative or connotative.	smre_pp_00536
		Students learn to distinguish denotative and connotative meanings.	smre_di_00405
		Students distinguish denotative and connotative meanings using the context of short sentences.	smre_ip_01305

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L.6.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.	Students determine the missing academic vocabulary in short sentences.	smre_ip_01309
		Students practice using word relationships to better understand the meaning of academic vocabulary words.	smre_pp_02398
		Students learn about word relationships to understand the meaning of academic and domain-specific vocabulary terms.	smre_di_02398
		Students learn about morphological families to determine the meaning of academic and domain-specific vocabulary terms.	smre_di_02394
		Students practice using word relationships to better understand the meaning of academic vocabulary words.	smre_pp_02395
		Students learn the meaning of academic and domain-specific vocabulary terms.	smre_di_02396
		Students will use a graphic organizer to plan ideas to write an introduction speech for an adventurer. Students will write the speech using at least three academic vocabulary words from the lesson.	smre_pp_02397
		Students complete sentences using academic and domain-specific vocabulary words.	smre_ip_02396
		Students learn about word relationships to understand the meaning of academic and domain-specific vocabulary terms.	smre_di_02395

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		Students use a graphic organizer to list their thoughts and ideas about body language. Students then use at least three academic vocabulary words from the lesson to write an advice column about how to read and interpret body language.	smre_pp_00610
		Students use a graphic organizer to list information about Helen Thayer. Students then use at least three academic vocabulary words from the lesson to write a short biography about her.	smre_pp_02396
	Conventions of Standardized English		
L.6.6	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.6.6.b	Correct spelling.	Students will read sets of words and sentences and identify correctly spelled words.	smre_ip_001386