



SuccessMaker®

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

| Indiana English/LA Standards Code | Indiana English/Language Arts Standards Grade 2 | SuccessMaker Item Description | Item ID |
|-----------------------------------|---|--|----------------|
| 2.RF | Reading: Foundations | | |
| 2.RF.4.2 | Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. | Students practice reading and writing words that end with the final syllable -le. | smre_pp_02369 |
| | | Students learn to read multisyllabic words ending in -le. | smre_di_02369 |
| | | Students practice reading multisyllabic words that end in -le. | smre_ip_02369 |
| | | Students listen to or read the informational text, "Outer Space." Students read multisyllabic words, count the number of syllables in a word, and then divide the syllables into sounds. | smre_ip_00031 |
| | | Students practice dividing VC/CV and VCC/V words into syllables. | smre_ip_01161 |
| 2.RF.4.3 | Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words. | 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 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 building words to match the pictures. | smre_ip_00015 |
| | | 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 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 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 by building words to match the pictures. | smre_ip_00004 |
| | | 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.RF.4.4 | Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.). | Students listen to or read the decodable text, "Mrs. Jenkins," and identify abbreviations. | smre_itr_02370 |
| | | Students match words to the correct abbreviation. | smre_ip_02370 |
| | | Students match abbreviations to the correct word and practice writing abbreviations correctly. | smre_pp_02370 |
| | | Students learn to recognize the abbreviations of words. | smre_di_02370 |
| 2.RF.4.6 | Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words. | Students recognize compound words and match the words in the word boxes to make compound words. | smre_pp_00060 |

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| | | Students make contractions and match the word pair to the correct contraction (not, is, us, are, have). Then students use the contractions to complete sentences. | smre_pp_00059 |
| | | Students learn to identify the two words that make up a compound word. | smre_di_00042 |
| | | Students learn to identify the two words that make up a contraction (not, is/has, will, are/were). | smre_di_00041 |
| | | Students build compound words and then use the words to complete sentences. | smre_ip_00147 |
| | | Students listen to or read the literary text, "Where'd It Go?" Students identify contractions using not, is/has, will, are/were). | smre_ip_00167 |
| | | 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 |
| | | Students identify the two words that make up a contraction (not, is/has, will, are/were). | smre_ip_00145 |
| 2.RL | Reading: Literature | | |
| 2.RL.2.1 | Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text. | 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 identify elements of character. Students read "The Puppy" and answer the questions. | smre_pp_00063 |
| | | 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 literary text, "Snow Day." Students answer what-if, why, and how questions and answer questions about main characters. | smre_ip_00102 |
| | | 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 literary text, "Summer Storm." Students answer Text and You and On My Own questions. | smre_ip_00207 |
| | | 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, "Play Date." Students read words with long vowel patterns (VCe words) and answer literal questions. | smre_ip_00001 |
| | | 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 learn to use question-and-answer relationships (Text and You; On My Own) to improve comprehension of text. | smre_di_00055 |
| | | Students learn to answer what-if, why, and how questions. | smre_di_00025 |
| | | Students listen to or read the literary text, "The Relay Race." Students answer questions about main characters, setting, theme, and plot. | smre_ip_00161 |
| 2.RL.2.4 | Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why. | Students learn to confirm predictions based on information from text. | smre_di_00013 |
| | | 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 make predictions. Students read the paragraph and choose the best prediction. | smre_pp_00019 |

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| 2.RL.3.2 | Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks. | Review: Students read "The Lost Scarf." Students answer questions about dialogue and narration, r-controlled vowels, characteristics of a mystery, and drawing conclusions. | smre_pp_00048 |
| 2.RN | Reading: Nonfiction | | |
| 2.RN.2.1 | Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding. | 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 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 answer literal questions. Also, students circle the word that belongs in each sentence. | smre_pp_00010 |
| | | 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 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 "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 |
| | | Students read a passage about camping and answer Text and You and On My Own questions. | smre_pp_00456 |
| | | Students learn to answer literal questions, including who, where, when, and what. | smre_di_00007 |
| 2.RN.2.2 | Identify the main idea of a multiparagraph text and the topic of each paragraph. | 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 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 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 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 |
| | | Students learn to identify the main idea of a passage. | smre_di_00016 |
| | | Students retell the main idea. Students also read "Beth's Plan" and answer the questions. | smre_pp_00017 |
| | | 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 identify the explicit main idea. | smre_di_00011 |
| | | Students learn to identify explicit and implicit main ideas. | smre_di_00021 |

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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 |
| 2.RN.3.1 | Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text. | 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 |
| | | 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 |
| 2.RN.3.2 | Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship. | Review: Students read "Wasps and Bees," compare and contrast text features, draw conclusions, and summarize. | smre_pp_00052 |
| | | Students recognize organizational patterns of text: cause and effect. Students write the cause and effect for each sentence. | smre_pp_00067 |
| | | Students learn to identify cause-and-effect relationships that are stated or implied in text (because, so). | smre_di_00048 |
| | | Students identify cause-and-effect relationships that are stated or implied in text. | smre_ip_00185 |
| | | Students listen to or read the informational text, "A Forest Full of Trees." Students identify cause-and-effect relationships that are stated or implied in text. | smre_ip_00197 |
| 2.RV.2.1 | Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words. | 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.RV.2.2 | Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck). | Students listen to or read the literary text, "Time for a Picnic." Students recognize organizational patterns of text: cause and effect. Students also answer questions about synonyms and antonyms. | smre_ip_00117 |
| 2.RV.2.4 | Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word. | 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 affixes and base (root) words and then use those words to complete sentences. | smre_ip_00182 |
| 2.W.6.2a | Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names. | Students will sort common and proper nouns into categories. | smre_ip_02300 |

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| | | Students will read sentences and underline common nouns and circle proper nouns. | smre_pp_02300 |
| | | Students will learn about common and proper nouns. | smre_di_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 |
| 2.W.6.2b.1 | Correctly using a period, question mark, or exclamation mark at the end of a sentence. | Students will identify declarative and interrogative sentences. | smre_ip_02305 |
| | | Students will read sentences to determine if they are interrogative sentences or declarative sentences. | smre_pp_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 |
| | | Students will learn about declarative and interrogative sentences. | smre_di_02305 |
| 2.W.6.2c | Spelling | | |
| 2.W.6.2c.1 | Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. | 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 |
| | | Students read the decodable text, "Herb Helps Out." Students recognize the sounds and spellings of r-controlled vowels (er, ir, and ur). | smre_itr_02374 |
| | | Students learn to recognize the sounds and spellings of r-controlled vowels: ar, or, ore, and oar. | smre_di_00030 |
| | | Students complete sentences using words with three-letter consonant blends. | smre_ip_01158 |
| | | 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 r-controlled vowels (er, ir, ur) by circling the correct word for each picture. | smre_pp_02374 |
| | | Students practice reading words with the long vowel patterns oo, ew, ue, and ui. | smre_pp_00006 |
| | | Students complete sentences by spelling words with the consonant patterns ph, gh, ck, and ng. | smre_ip_02311 |
| | | Students label a picture with the correct word. Correct answers focus on words with three-letter consonant blends. | smre_ip_01157 |
| | | Students practice reading words with the three-letter consonant blends by cutting out word parts, making words, and writing the words. | smre_pp_00417 |
| | | 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 complete sentences using words with the r-controlled vowels er, ir, and ur. | smre_ip_02374 |
| | | 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 how to spell words with the consonant patterns ph, gh, ck, and ng. | smre_di_02311 |
| | | Students complete sentences by spelling words with the vowel patterns a, au, augh, and aw. | smre_ip_02312 |

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| | | 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 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, "The Missing Spider." Students also recognize the sounds and spellings of r-controlled vowels (ar, or, ore). | smre_ip_00148 |
| | | Students recognize the sounds and spellings of r-controlled vowels by identifying pictures and building words to match the pictures. | smre_ip_00138 |
| | | Students complete sentences using words with the long vowel patterns oo, ew, ue, and ui. | smre_ip_00013 |
| | | Students learn to recognize the sounds and spellings of r-controlled vowels: er, ir, and ur. | smre_di_02374 |