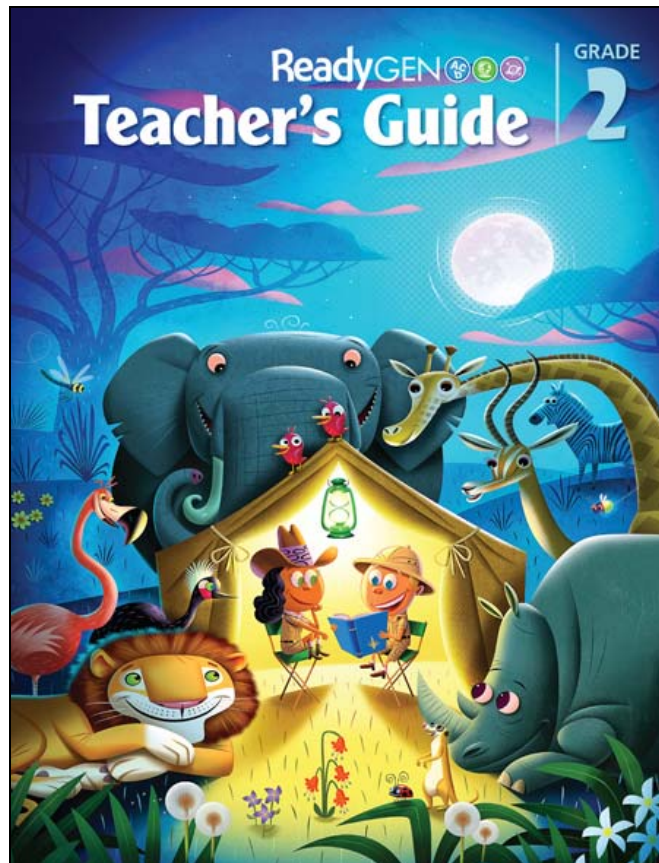


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<b>LANGUAGE ARTS</b>	
<b>Grade 2</b>	
<b>Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</b>	
<b>Standard 1: Phonological/Phonemic Awareness – The student will demonstrate the ability to hear, identify, and manipulate words, syllables, onsets, rimes, and individual sounds (phonemes) in spoken words.</b>	
1. Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words, rhyming words, and clearly pronouncing blends and vowel sounds.	
a. Segment and blend the phonemes of one- and two-syllable words. Example: salad = /s/ /a/ /l/ /a/ /d/, /s/ /a/ /l/ /a/ /d/ = salad	<b>TG U1:</b> FS2, FS4, FS6, FS10, FS12, FS14, FS16, FS22, FS24 <b>TG U2:</b> FS2, FS4, FS6, FS8, FS10, FS12, FS18, FS20, FS21, FS22, FS24, FS25 <b>TG U3:</b> FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20 <b>TG U4:</b> FS8, FS16, FS18, FS20, FS22 <b>TG U5:</b> FS6, FS8, FS20, FS24 <b>TG U6:</b> FS2, FS4, FS5, FS6, FS10, FS12
b. Substitute a phoneme change to a word. Example: slap, change the /p/ to /m/ = slam	See <i>ReadyGEN</i> Grade 1 for lessons that teach students to understand individual sounds in spoken words and sounds.
<b>Standard 2: Phonics/Decoding – The student will apply sound-symbol relationships to decode unknown words.</b>	
1. Phonetic Analysis	
a. Use consonant sounds in beginning, medial, and final positions.	<b>TG U1:</b> FS6, FS7, FS9, FS10, FS11, FS12, FS13 <b>TG U2:</b> FS5, FS7, FS8, FS12, FS15, FS18, FS24 <b>TG U3:</b> FS6, FS12, FS14, FS20 <b>TG U4:</b> FS6, FS7, FS10, FS14, FS16 <b>TG U5:</b> FS2, FS4, FS5, FS11, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25 <b>TG U6:</b> FS6, FS14, FS20
b. Use short, long, and r-controlled vowel sounds. Example: short – CVC pattern – rob Example: long – VC final e – robe Example: r-controlled – –erll in her, –irll in bird, –urll in turn, –arll in car and –orll in port	<b>TG U1:</b> FS2, FS3, FS4, FS5, FS6, FS7, FS8, FS9, FS10, FS12, FS13 <b>TG U2:</b> FS6, FS7, FS8, FS10, FS11, FS12, FS18, FS19, FS20, FS22, FS23, FS24 <b>TG U3:</b> FS6, FS8, FS10, FS11, FS12, FS13, FS14, FS15, FS16, FS17, FS18, FS19, FS20 <b>TG U4:</b> FS6, FS8, FS9, FS18, FS19, FS20, FS21 <b>TG U5:</b> FS2, FS4, FS6, FS7, FS8, FS9 <b>TG U6:</b> FS2, FS3, FS4, FS5

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<p>c. Use blends, digraphs, and diphthongs. Example: blends – cr, sk, st, sw, squ, thr Example: digraphs – ch, wh, sh, th, ph Example: diphthongs – oi, oy, ou, ow</p>	<p><b>TG U1:</b> FS14, FS15, FS16, FS17 <b>TG U2:</b> FS2, FS3, FS4, FS5 <b>TG U3:</b> FS10, FS18 <b>TG U4:</b> FS7, FS22, FS23, FS24, FS25 <b>TG U5:</b> FS6, FS7, FS8, FS9, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25 <b>TG U6:</b> FS2, FS3, FS4, FS5, 21, 31, 41, 51, 61</p>
<b>2. Structural Analysis</b>	
<p>a. Build and understand compound words, contractions, and base words using prefixes and suffixes. Example: compound words – straw + berry = strawberry Example: contractions – I am = I’m Example: prefixes – un + happy = unhappy Example: suffixes – care + ful = careful Example: care is the base word of careful; happy is the baseword of unhappy</p>	<p><b>TG U2:</b> FS14, FS16, FS17, 213 <b>TG U3:</b> FS22, FS23, FS24, FS25 <b>TG U4:</b> FS2, FS3, FS4, FS5, FS10, FS12, FS13 <b>TG U5:</b> FS2, FS4, FS10, FS11, FS12, FS13, FS14, FS15, FS16, FS17 <b>TG U6:</b> FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25, 70, 71, 80, 81, 90, 91, 133</p>
<p>b. Apply knowledge of basic syllabication rules to decode words in text. Example: VC-CV – rab-bit = rabbit Example: V-CV – pi-lot = pilot Example: VC-V – cab-in = cabin</p>	<p><b>TG U2:</b> FS7, FS8, FS12, FS18, FS24 <b>TG U3:</b> FS4, FS6, FS10, FS12, FS14, FS15, FS16, FS20 <b>TG U4:</b> FS6, FS7, FS8, FS14, FS15, FS16, FS17, FS19, FS24 <b>TG U5:</b> FS2, FS3, FS4, FS5 <b>TG U6:</b> FS8, FS14, FS15, FS16, FS17, FS18, FS22</p>

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<b>Standard 3: Vocabulary – The student will develop and expand knowledge of words and word meanings to increase vocabulary.</b>	
<p>1. Words in Context - Expand vocabulary in language and writing by reading and listening to a variety of text and literature.</p>	<p><b>TG U1:</b> 14, 44, 64, 84, 104, 123, 134, 174, 194, 214, 234, 254, 273, 274  <b>TG U2:</b> 24, 34, 54, 74, 94, 114, 164, 184, 204, 224, 244, 264, 274  <b>TG U3:</b> 14, 44, 54, 84, 94, 114, 124, 164, 174, 204, 224, 234, 244, 254, 264  <b>TG U4:</b> 14, 34, 64, 74, 104, 124, 134, 164, 184, 214, 234, 254, 265, 274  <b>TG U5:</b> 24, 44, 74, 94, 104, 124, 164, 184, 194, 204, 224, 244, 254, 264, 274  <b>TG U6:</b> 34, 54, 84, 104, 124, 164, 174, 194, 214, 234, 244, 254, 264, 274</p>
<p>2. Synonyms, Antonyms, and Homonyms/Homophones - Understand and explain common antonyms (words with opposite meanings), synonyms (words with the same meanings), and homonyms/homophones (words which sound the same but have different spellings and meanings, e.g., bear and bare).</p>	<p><b>TG U1:</b> 39, 129  <b>TG U2:</b> 123, 173, 193  <b>TG U5:</b> 33  <b>TG U6:</b> 259</p>
<p>3. Affixes - Know the meaning of simple prefixes and suffixes.  Example: In unhappy, the "un" means not.  In played, the suffix "ed" changes play to past tense.</p>	<p><b>TG U1:</b> FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25  <b>TG U2:</b> 213  <b>TG U4:</b> 133  <b>TG U5:</b> FS10, FS11, FS12, FS13, FS14, FS15, FS16, FS17, 133, 173, 203  <b>TG U6:</b> FS18, FS19, FS20, FS21, FS22, FS223, FS24, FS25, 90, 91, 100, 101, 111, 251</p>

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<b>Standard 4: Fluency – The student will identify words rapidly so that attention is directed at the meaning of the text.</b>	
1. Read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader) effortlessly and with expression.	<b>TG U1:</b> 27, 47, 67, 77, 97, 127, 167, 177, 187, 217, 227, 247, 267, 277 <b>TG U2:</b> 17, 47, 67, 97, 127, 177, 187, 197, 227, 247, 267, 277 <b>TG U3:</b> 77, 87, 95, 97, 127, 177, 227, 247, 267, 277 <b>TG U4:</b> 17, 27, 77, 87, 97, 117, 187, 197, 227, 267 <b>TG U5:</b> 17, 67, 87, 117, 177, 267, 277 <b>TG U6:</b> 27, 47, 67, 87, 97, 117, 197, 227
2. Read regularly in instructional-level text that is challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).	<b>TG U1:</b> 17, 47, 67, 87, 167, 217, 227, 275, 277 <b>TG U2:</b> 17, 27, 67, 87, 117, 167, 177, 185, 197, 235, 267 <b>TG U3:</b> 17, 67, 77, 117, 177, 197, 217 <b>TG U4:</b> 87, 177, 205, 215, 235, 247, 277 <b>TG U5:</b> 27, 77, 97, 167, 187, 197, 217, 277 <b>TG U6:</b> 17, 47, 67, 87, 117, 127, 167, 177, 217, 247, 267, 277
3. Engage in repeated readings of same text to increase fluency.	<b>TG U1:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, 17, 77, 197, 227, 247 <b>TG U2:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, 17, 47, 97, 127, 197, 227, 247 <b>TG U3:</b> 17, 47, 77, 95, 97, 127, 187, 217 <b>TG U4:</b> 27, 67, 77, 87, 97, 177, 227, 247, 267, 277 <b>TG U5:</b> 27, 47, 67, 77, 87, 97, 177, 187, 227, 247, 277 <b>TG U6:</b> 17, 27, 97, 127, 167, 177, 197, 217, 247, 267, 277

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4. Accurately and fluently read 200-300 high frequency and/or irregularly spelled words in meaningful text.	<b>TG U1:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 <b>TG U2:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 <b>TG U3:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 <b>TG U4:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 <b>TG U5:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 <b>TG U6:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS23, FS25
5. Use punctuation cues in text (i.e., commas, periods, question marks, and exclamation points) as a guide to understanding meaning.	<b>TG U1:</b> 17, 97, 117, 197 <b>TG U2:</b> 117, 217, 227, 247 <b>TG U3:</b> 77, 97, 127 <b>TG U4:</b> 67, 97, 177, 217, 267 <b>TG U5:</b> 27, 67, 77, 117, 177, 187, 197, 227, 267 <b>TG U6:</b> 27, 67, 77, 97, 127, 177, 187, 197, 227, 235
<b>Standard 5: Comprehension/Critical Literacy – The student will interact with the words and concepts in a text to construct an appropriate meaning.</b>	
<b>1. Literal Understanding</b>	
a. Read and comprehend both fiction and nonfiction that is appropriately designed for second grade.	<b>TG U1:</b> 15, 25, 45, 75, 85, 95, 125, 135, 165, 175, 185, 195, 205, 235, 245 <b>TG U2:</b> 15, 25, 35, 45, 75, 125, 165, 175, 205, 215, 225, 255, 265, 275 <b>TG U3:</b> 15, 25, 55, 57, 65, 85, 165, 207 <b>TG U4:</b> 15, 55, 57, 75, 95, 105, 207 <b>TG U5:</b> 15, 25, 57, 75, 165, 175, 185, 195, 215, 245 <b>TG U6:</b> 15, 25, 45, 57, 75, 95, 105, 125, 165, 175, 195, 205, 207, 215, 225
b. Use prereading strategies to preview, activate prior knowledge, make predictions, use picture clues, and establish the purpose for reading (i.e., graphic organizers).	<b>TG U1:</b> 36, 43, 52, 72, 93, 107, 132, 172, 192, 212, 222, 239, 252, 255, 272 <b>TG U2:</b> 66, 73, 82, 102, 122, 132, 133, 163, 165, 166, 167, 212, 262, 272 <b>TG U3:</b> 32, 52, 72, 92, 112, 132, 172, 192, 212, 232, 242, 252, 262, 272 <b>TG U4:</b> 42, 62, 82, 102, 122, 162, 192, 212, 222, 242, 262 <b>TG U5:</b> 22, 32, 52, 72, 92, 112, 132, 162, 182, 202, 222, 242, 252, 262, 272 <b>TG U6:</b> 12, 52, 75, 85, 95, 122, 172, 202, 222, 242, 252, 272

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c. Ask and respond to questions to aid comprehension about important elements of fiction and nonfiction.	<b>TG U1:</b> 36, 37, 136, 136, 182, 183, 212, 213, 236, 237 <b>TG U2:</b> 36, 37, 136, 137, 192, 193, 194, 195, 204, 206, 207 <b>TG U3:</b> 22, 24, 26, 27, 82, 83, 84, 85, 86, 87, 192, 193, 194, 216, 217 <b>TG U4:</b> 137, 172, 173, 195, 234, 237 <b>TG U5:</b> 22, 24, 26, 27, 36, 37, 136, 137, 182, 236, 237 <b>TG U6:</b> 36, 37, 52, 53, 54, 55, 56, 57
<b>2. Inferences and Interpretation</b>	
a. Make inferences about events, characters, and ideas in fictional texts by connecting knowledge and experience to the story.	<b>TG U2:</b> 115, 243, 245 <b>TG U3:</b> 163, 229 <b>TG U4:</b> 33, 48, 49 <b>TG U5:</b> 44, 74, 273 <b>TG U6:</b> 73, 206
b. Support interpretations or conclusions with examples taken from the text.	<b>TG U1:</b> 13, 24, 84, 104, 124, 126, 127, 133 <b>TG U2:</b> 33, 93, 94, 103, 123, 173, 192, 203, 223, 224, 263 <b>TG U3:</b> 74, 94, 104, 114, 124, 163, 214 <b>TG U4:</b> 203, 223, 233, 243 <b>TG U5:</b> 93, 193, 203 <b>TG U6:</b> 23, 173, 213, 223
<b>3. Summary and Generalization</b>	
a. Retell or act out narrative text by identifying story elements and sequencing the events.	<b>TG U1:</b> 24, 25, 26, 27, 99, 100 <b>TG U2:</b> 14, 46, 64, 67, 74, 76 <b>TG U3:</b> 112, 222, 223, 224, 226, 227 <b>TG U4:</b> 54, 55, 57, 70, 108-110, 148 <b>TG U5:</b> 46, 183, 184, 229, 244 <b>TG U6:</b> 104, 107, 206
b. Produce oral or written summaries of text selections by discussing who, what, when, where, why, and how to identify the main idea and significant supporting details of a text.	<b>TG U1:</b> 164, 174 <b>TG U2:</b> 73, 74, 174, 176, 232, 252, 276 <b>TG U3:</b> 92, 179, 209, 210, 242 <b>TG U4:</b> 54, 55, 56, 57, 204, 208-210 <b>TG U5:</b> 22, 33, 47, 183, 193, 213, 229, 230, 242, 244 <b>TG U6:</b> 15, 19, 20, 92, 93, 177, 183



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<b>4. Analysis and Evaluation</b>	
a. Identify cause and effect relationships in a text.	<b>TG U3:</b> 174, 176 <b>TG U4:</b> 183, 203, 213, 264, 265, 266, 267 <b>TG U5:</b> 172, 173, 174, 175, 176, 177 <b>TG U6:</b> 192, 194, 195, 196, 197, 202, 203, 204, 205, 206, 207, 234, 254, 256
b. Make comparisons and draw conclusions based on what is read.	<b>TG U1:</b> 122, 123, 124, 127, 222, 223, 262, 264, 266, 267 <b>TG U2:</b> 37, 77, 123, 124, 126, 127, 132, 133, 134, 192, 262, 263, 264, 265, 266 <b>TG U3:</b> 114, 115, 116, 122, 132, 134, 244, 262, 263, 265, 266, 272, 274 <b>TG U4:</b> 12, 14, 17, 44, 47, 82, 83, 92, 93, 94, 123, 203, 223, 233, 243 <b>TG U5:</b> 93, 112, 113, 122, 123, 124, 126, 127, 132, 133, 135, 137, 193, 203 <b>TG U6:</b> 173, 213, 223, 262, 263, 264, 265, 272, 276
c. Describe character traits, changes, and relationships.	<b>TG U1:</b> 28, 29, 52, 53, 55, 57, 72, 73, 74, 75, 76, 77, 124, 125, 126 <b>TG U2:</b> 22, 23, 33, 57, 113, 242, 243, 244, 245, 246, 247 <b>TG U3:</b> 92, 93, 94, 112, 113, 114, 247, 256 <b>TG U4:</b> 14, 22, 23, 24, 26, 27, 32, 33, 34, 37, 42, 44, 46, 72, 122 <b>TG U5:</b> 198-200, 201, 223, 224, 225, 226, 227, 243, 253 <b>TG U6:</b> 72, 74, 75, 76, 77, 237
<b>5. Monitoring and Correction Strategies -</b> Integrate the use of semantics, syntax, and graphophonic cues to gain meaning from the text. Example: semantic – Does it make sense? Example: syntax – Does it sound right? Example: graphophonic – Does it look right?	<b>TG U1:</b> 17, 47, 55, 67, 115, 167, 217, 227 <b>TG U2:</b> 17, 27, 47, 67, 77, 127, 135, 185, 197, 235, 247, 267 <b>TG U3:</b> 47, 67, 77, 117, 177, 187, 198, 217 <b>TG U4:</b> 67, 77, 87, 117, 127, 167, 177, 197, 227, 247, 277 <b>TG U5:</b> 17, 67, 87, 97, 117, 167, 177, 187, 217, 227, 247, 277 <b>TG U6:</b> 17, 47, 67, 87, 117, 167, 187, 217, 227, 247, 267, 277

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<b>Standard 6: Literature: The student will read to construct meaning and respond to a wide variety of literary forms.</b>	
1. Literary Genres – Demonstrate knowledge of and appreciation for various forms (genres) of literature. Example: Recognize defining characteristics of a variety of texts (e.g., poems, informational text, plays, folk tales, fables, predictable books, legends, and fairytales).	<b>TG U1:</b> 32, 112, 113, 114, 115, 116, 117, 163, 173, 182, 252 <b>TG U2:</b> 32, 62, 232, 264, 265, 266, 267, 274 <b>TG U3:</b> 72, 74, 76, 77, 222, 223, 224, 226, 227, 262, 264, 265, 266, 267 <b>TG U4:</b> 102, 103, 104, 105, 106, 107, 112, 113, 114, 116, 117, 132, 133, 134, 135 <b>TG U5:</b> 108-110, 112, 113, 122, 123, 124, 126, 127 <b>TG U6:</b> 112, 113, 114, 115, 116, 117, 182, 232, 262, 264, 265, 266, 272
2. Literary Elements – Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.	
a. Compare different endings to stories and identify the reasons and the impact of the different ending.	<b>TG U1:</b> 123 <b>TG U2:</b> 77 <b>TG U4:</b> 134
b. Compare plots, settings, and characters presented in several texts by the same author (i.e., author studies).	For related content, please see: <b>TG U4:</b> 165, 185 <b>TG U6:</b> 35
c. Infer the lesson or moral in a variety of texts (e.g., multicultural tales, fables, legends, and myths).	<b>TG U1:</b> 199 <b>TG U4:</b> 82, 83, 84, 85, 86, 87 <b>TG U6:</b> 112, 113, 114, 115, 116, 117
3. Figurative Language and Sound Devices – The student will identify figurative language and sound devices in writing and how they affect the development of a literary work. Example: Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds [e.g., "Silly Sally went to town."] in poetry).	<b>TG U1:</b> 63, 112, 113, 114, 115, 116, 117, 182 <b>TG U2:</b> 62 <b>TG U3:</b> 72, 74, 76, 77, 93, 262, 263, 264, 267 <b>TG U4:</b> 43, 53, 73, 252, 254, 256, 257 <b>TG U5:</b> 112, 113, 114, 116, 117, 173, 233 <b>TG U6:</b> 43, 63

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<b>Standard 7: Research and Information - The student will conduct research and organize information.</b>	
<b>1. Accessing Information – Select the best source for a given purpose.</b>	
a. Identify the purposes of various reference materials such as a dictionary, a thesaurus, and an atlas.	<b>TG U1:</b> 216 <b>TG U2:</b> 100, 120, 123, 197 <b>TG U3:</b> 88, 89, 97, 99, 100, 120, 130, 139, 195, 215, 245 <b>TG U4:</b> 90, 139, 179 <b>TG U5:</b> 24, 44, 54, 56, 57, 64, 74, 94, 114, 134, 138, 139, 140, 174, 184 <b>TG U6:</b> 141, 193, 260, 261, 270, 271, 278, 280, 281
b. Alphabetize to the second letter.	For related content, please see: <b>TG U1:</b> 226, 227 <b>TG U2:</b> 212, 213 <b>TG U6:</b> 261, 281
c. Use guide words to locate words in dictionaries and topics in encyclopedias.	<b>TG U6:</b> 281
d. Use title page, table of contents, glossary, and index to locate information.	<b>TG U1:</b> 216, 223, 224, 225, 226, 227 <b>TG U2:</b> 35, 163, 166, 194, 195, 196, 204, 206, 212, 213 <b>TG U3:</b> 59, 213, 217 <b>TG U4:</b> 162, 164, 166, 167, 193, 194, 195, 196 <b>TG U5:</b> 57, 88, 89, 165, 168, 169 <b>TG U6:</b> 24, 34, 52, 63
e. Use and interpret charts, maps, graphs, schedules, and directions.	<b>TG U1:</b> 164 <b>TG U2:</b> 205, 206, 207, 217 <b>TG U3:</b> 23, 51, 61, 178, 199 <b>TG U4:</b> 193, 222, 223, 224, 225, 226, 227, 228, 229, 244, 245, 246, 247 <b>TG U5:</b> 163, 167, 169, 214, 217, 218 <b>TG U6:</b> 42, 44, 46, 47
<b>2. Interpreting Information – Analyze and evaluate information from a variety of sources.</b> Example: Use graphic organizers, such as webbing and mapping, to organize and summarize information.	<b>TG U1:</b> 285 <b>TG U2:</b> 144, 145, 174, 184, 204, 214, 224, 264, 274, 284, 285 <b>TG U3:</b> 88-90, 92, 100, 118-120, 128-130 <b>TG U4:</b> 179, 180, 190 <b>TG U5:</b> 14, 24, 34, 144, 145, 284 <b>TG U6:</b> 54, 124, 134, 204, 214

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<b>Writing/Grammar/Usage and Mechanics.</b> The student will express ideas effectively in written modes for a variety of purposes and audiences.	
<b>Standard 1: Writing Process. The student will use the writing process to write coherently.</b>	
1. Introduce a variety of prewriting activities such as brainstorming, clustering, illustrating, using graphic organizers, and webbing.	<b>TG U1:</b> 39, 69, 79, 145, 219, 229, 249, 285 <b>TG U2:</b> 59, 69, 109, 119, 144, 145, 199, 229, 284, 285 <b>TG U3:</b> 69, 79, 144, 145, 189, 219, 229, 239, 249 <b>TG U4:</b> 19, 49, 89, 99, 119, 144, 145, 169, 209, 219, 229, 284, 285 <b>TG U5:</b> 29, 39, 99, 144, 145, 199, 200, 249, 268, 269, 284, 285 <b>TG U6:</b> 18, 19, 29, 89, 109, 119, 248
2. Use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing or presenting the final product.	<b>TG U1:</b> 20, 90, 108-110, 118-120, 128-130, 138-140, 145, 148, 278-280, 285, 288 <b>TG U2:</b> 40, 80, 90, 98-100, 130, 138-140, 145, 148, 170, 249, 250, 285, 288 <b>TG U3:</b> 138-140, 145, 198-200, 248-250, 268-270, 285 <b>TG U4:</b> 108-110, 118-120, 128-130, 138-140, 145, 278-280, 285 <b>TG U5:</b> 109, 129, 139, 145, 258-260, 268-270, 278-280, 285 <b>TG U6:</b> 99, 118-120, 128-130, 138-140, 145, 258-260, 268-270, 278-280, 285
3. Begin writing an independent first draft with a clear beginning, middle, and ending.	<b>TG U1:</b> 29, 88, 108, 142, 146 <b>TG U2:</b> 48-50, 78-80, 118-120, 142, 143, 146 <b>TG U3:</b> 199 <b>TG U4:</b> 118-120 <b>TG U5:</b> 188-190, 248-250, 268-270 <b>TG U6:</b> 128-130

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4. Use the revision process and continue to use the standard editing marks and proofreading skills introduced in the first grade.	<b>TG U1:</b> 118-120, 128-130, 145, 278-280, 285 <b>TG U2:</b> 98-100, 138-140, 145, 229, 279, 280, 285 <b>TG U3:</b> 138-140, 145, 198-200, 268-270, 279, 285 <b>TG U4:</b> 138-140, 145, 189, 278-280, 285 <b>TG U5:</b> 129, 139, 145, 258-260, 278-280, 285 <b>TG U6:</b> 99, 128-130, 138-140, 145, 268-270, 278-280, 285
5. Publish and present final writing products with various audiences such as peers or adults.	<b>TG U1:</b> 60, 90, 107, 120, 138-140, 148, 200, 230, 240, 257, 260, 270, 280, 288 <b>TG U2:</b> 40, 70, 107, 120, 140, 148, 200, 240, 257, 270, 280, 288 <b>TG U3:</b> 30, 50, 90, 107, 130, 140, 148, 200, 230, 250, 257, 270, 280, 288 <b>TG U4:</b> 40, 60, 80, 138-140, 148, 170, 200, 240, 257, 280, 288 <b>TG U5:</b> 30, 60, 107, 140, 148, 210, 230, 250, 257, 270, 288 <b>TG U6:</b> 20, 40, 70, 90, 107, 170, 200, 210, 240, 257, 260, 278-280
<b>Standard 2: Modes and Forms of Writing. Communicate through a variety of written forms, for various purposes, and to a specific audience or person.</b>	
1. Develop modes and forms of language such as informing, persuading, and entertaining.	<b>TG U1:</b> 18-20, 38-40, 58-60, 78-80, 98-100, 118-120, 188-190, 198-200 <b>TG U2:</b> 38-40, 68-70, 218-220, 228-230, 238-240, 248-250, 284 <b>TG U3:</b> 238-240, 248-250, 251, 270, 271 <b>TG U4:</b> 138-140, 178-180, 198-200, 268-270 <b>TG U5:</b> 18-20, 48-50, 118-120, 128-130, 188-190, 228-230 <b>TG U6:</b> 98-100, 118-120, 128-130, 138-140, 188-190, 208-210, 218-220, 248-250

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2. Write brief personal descriptive narratives (stories) with a consistent focus of a beginning, middle, and ending that:	
a. Present a logical sequence of events.	<b>TG U1:</b> 68-70, 78-80, 88-90, 98-100, 108-110, 142-145 <b>TG U2:</b> 48-50, 118-120 <b>TG U4:</b> 58-60, 68-70, 108-110, 118-120, 144, 145 <b>TG U5:</b> 188-190, 238-240, 248-250, 268-270, 278-280 <b>TG U6:</b> 98-100, 118-120, 268-270
b. Develop a main idea.	<b>TG U1:</b> 88-90, 108-110 <b>TG U2:</b> 118-120 <b>TG U4:</b> 68-70, 78-80, 108-110 <b>TG U5:</b> 178-180, 220, 238-240, 248-250, 268-270 <b>TG U6:</b> 18-20, 168-170, 248-250, 258-260
c. Use details to support the main idea.	<b>TG U1:</b> 88-90, 108-110, 118-120 <b>TG U5:</b> 248-250, 258-260 <b>TG U6:</b> 168-170, 188-190, 248-250
3. Write "thank you" notes, friendly letters (identifying the five parts), and invitations.	For related content, please see: <b>TG U2:</b> 239, 240, 250 <b>TG U3:</b> 60 <b>TG U4:</b> 137 <b>TG U5:</b> 58-60 <b>TG U6:</b> 198-200
4. Make journal entries.	<b>TG U1:</b> 20, 30, 50, 60, 70, 90, 110, 170, 180, 200, 260, 270, 280 <b>TG U2:</b> 30, 40, 70, 90, 130, 170, 180, 200, 220, 260, 270, 280 <b>TG U3:</b> 30, 50, 60, 80, 100, 110, 170, 180, 210, 230, 250, 280 <b>TG U4:</b> 20, 30, 40, 60, 120, 180, 190, 200, 210, 230, 240, 260, 270 <b>TG U5:</b> 20, 40, 70, 90, 120, 140, 170, 180, 210, 230, 250, 270, 280 <b>TG U6:</b> 20, 30, 50, 80, 110, 130, 170, 200, 210, 220, 230, 260, 280

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5. Create different modes of simple rhymes and poems.	As preparation for meeting this skill, students explore different modes of poetry: <b>TG U1:</b> 32 <b>TG U2:</b> 32, 62, 232 <b>TG U3:</b> 74, 76, 78, 262 <b>TG U4:</b> 252, 254 <b>TG U5:</b> 112, 114 <b>TG U6:</b> 92
<b>Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.</b>	
1. Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing.	
a. Subject (naming part) and predicate (action part)	<b>TG U1:</b> 81 <b>TG U2:</b> 71, 81, 91, 121, 131, 271 <b>TG U3:</b> 221 <b>TG U4:</b> 81, 139 <b>TG U5:</b> 139, 141, 171, 221 <b>TG U6:</b> 278
b. Singular and plural nouns	<b>TG U1:</b> 40, 41, 50, 51, 60, 61 <b>TG U4:</b> 40, 41, 50, 51
c. Common and proper nouns	<b>TG U1:</b> 30, 31, 129 <b>TG U3:</b> 21, 31, 41, 51, 60, 61 <b>TG U4:</b> 20, 21, 30, 31 <b>TG U6:</b> 138, 139
d. Singular, plural, and personal pronouns	<b>TG U1:</b> 120, 121, 130, 131, 140, 141
e. Nominative and possessive pronouns	<b>TG U1:</b> 121 <b>TG U2:</b> 50, 51, 60, 61 <b>TG U5:</b> 50, 51, 60, 61
f. Present and past tense verbs	<b>TG U1:</b> 70, 71, 90, 91, 129 <b>TG U2:</b> 48, 49, 111, 273 <b>TG U4:</b> 70, 71, 90, 91, 100, 101, 110, 111, 139
g. Helping verbs	For related content, please see: <b>TG U1:</b> 137

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h. Adjectives	<b>TG U1:</b> 89, 119, 170, 171, 180, 181, 190, 191, 200, 201, 210, 211 <b>TG U2:</b> 80, 81, 91, 99, 100, 210, 211 <b>TG U3:</b> 70, 71, 100, 101, 110, 111, 120, 121, 140, 141, 230, 231, 260, 261 <b>TG U4:</b> 170, 171, 180, 181, 190, 191, 200, 201, 210, 211 <b>TG U5:</b> 80, 81, 270, 271, 280, 281 <b>TG U6:</b> 120, 140, 141, 188
i. Contractions (e.g., I'm, You're)	<b>TG U1:</b> 270, 271, 280, 281 <b>TG U2:</b> 40, 41 <b>TG U4:</b> 260, 261, 270, 271, 280, 281 <b>TG U5:</b> 40, 41
<b>2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.</b>	
a. Capitalize correctly the first word in a sentence and the pronoun "I."	<b>TG U1:</b> 129 <b>TG U2:</b> 179 <b>TG U3:</b> 198 <b>TG U4:</b> 139 <b>TG U5:</b> 138 <b>TG U6:</b> 138, 139, 278
b. Capitalize all proper nouns (names of specific people or things, such as Mike, Indian, Jeep).	<b>TG U1:</b> 30, 31 <b>TG U3:</b> 20, 21, 30, 31, 40, 41, 50, 51, 61 <b>TG U4:</b> 20, 21, 30, 31 <b>TG U6:</b> 138, 139, 278
c. Capitalize greetings (Dear Sir).	For related content, please see: <b>TG U2:</b> 239, 249 <b>TG U5:</b> 59 <b>TG U6:</b> 200
d. Capitalize the months and days of the week (January, Monday)	<b>TG U1:</b> 30, 31
e. Capitalize titles (Dr., Mr., and Mrs.).	For related content, please see: <b>TG U2:</b> 249 <b>TG U3:</b> 239
f. Capitalize initials of people (A.J. Smith).	For related content, please see: <b>TG U1:</b> 31 <b>TG U4:</b> 31



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<b>3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.</b>	
a. Correctly use terminal (end) punctuation.	<b>TG U1:</b> 128, 129 <b>TG U2:</b> 179 <b>TG U3:</b> 198 <b>TG U4:</b> 139 <b>TG U5:</b> 138 <b>TG U6:</b> 138, 139, 278
b. Use commas correctly in dates.	<b>TG U2:</b> 200, 201, 221, 231, 241, 251, 261
c. Use apostrophes correctly in contractions.	<b>TG U1:</b> 270, 271, 280, 281 <b>TG U2:</b> 40, 41 <b>TG U4:</b> 260, 261, 270, 271, 280, 281 <b>TG U5:</b> 40, 41
d. Use quotation marks to show that someone is speaking.	<b>TG U1:</b> 129 <b>TG U2:</b> 88-90
e. Use period in common abbreviations.	For related content, please see: <b>TG U5:</b> 193 <b>TG U6:</b> FS10, FS11, FS12, FS13
<b>4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing declarative, imperative, interrogative, and exclamatory sentences for different modes of writing.</b>	
a. Write in complete sentences.	<b>TG U1:</b> 80, 81, 221 <b>TG U2:</b> 81, 91, 110, 125, 141, 270, 271 <b>TG U3:</b> 20, 198 <b>TG U4:</b> 80, 81, 229, 230 <b>TG U5:</b> 71, 139 <b>TG U6:</b> 278
b. Write sentences using a noun, verb, and details.	<b>TG U1:</b> 80, 81, 129, 221 <b>TG U2:</b> 80, 81, 101 <b>TG U3:</b> 139, 141 <b>TG U4:</b> 80, 81, 139 <b>TG U5:</b> 71, 81 <b>TG U6:</b> 278

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5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.	
a. Spell correctly words with short and long vowel sounds, r-controlled vowels, and consonant vowel patterns.	For related content, please see: <b>TG U1:</b> 118, 119, 120, 128, 129, 130, 278, 279, 280 <b>TG U2:</b> 99, 100, 130, 145, 250, 285 <b>TG U3:</b> 139, 140, 145, 210, 285 <b>TG U4:</b> 40, 100, 139, 140, 145, 285 <b>TG U5:</b> 138, 139, 140, 145, 279, 281, 285 <b>TG U6:</b> 100, 145, 278, 279, 280, 281
b. Spell frequently used words with irregular spelling patterns.	<b>TG U1:</b> 50, 51 <b>TG U4:</b> 90, 100 <b>TG U6:</b> 90, 91, 100, 104, 250, 251
c. Spell prefixes and suffixes correctly.	For related content, please see: <b>TG U2:</b> 213 <b>TG U4:</b> 133
d. Recognize the use of homophones/homonyms in spelling.	For related content, please see: <b>TG U1:</b> 129
6. Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process.	
a. Print legibly and space letters, words and sentences appropriately.	Writing Rubrics: <b>TG U1:</b> 147, 287 <b>TG U2:</b> 147, 287 <b>TG U3:</b> 147, 287 <b>TG U4:</b> 147, 287 <b>TG U5:</b> 147, 287 <b>TG U6:</b> 147, 287
b. Print using left to right progression moving from the top to the bottom of the page.	<b>TG U1:</b> TR55, TR56, TR57 <b>TG U2:</b> TR55, TR56, TR57 <b>TG U3:</b> TR55, TR56, TR57 <b>TG U4:</b> TR55, TR56, TR57 <b>TG U5:</b> TR55, TR56, TR57 <b>TG U6:</b> TR55, TR56, TR57

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<b>Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.</b>	
<b>Standard 1: Listening – The student will listen for information and for pleasure.</b>	
1. Listen attentively and ask questions for clarification and understanding.	TG U1: 148, 288 TG U2: 144, 162, 182, 232, 262 TG U3: 218, 232 TG U6: 62
2. Give, restate, and follow simple two- and three-step directions.	For related content, please see: TG U2: 144, 284, 289 TG U3: 284 TG U4: 144, 284 TG U5: 144, 284 TG U6: 144, 284
<b>Standard 2: Speaking – The student will express ideas and opinions in group or individual situations.</b>	
1. Speak articulately and audibly using appropriate language, correct usage, enunciation and volume.	TG U1: 148, 288 TG U5: 288 TG U6: 288
2. Provide descriptions using correct sequence of events and details.	TG U1: 26, 90 TG U2: 46, 56, 86 TG U3: 172, 222, 224, 226, 262, 273 TG U4: 33, 46, 54, 80, 102, 104, 106, 145, 146 TG U5: 179, 204, 206, 242, 243, 260 TG U6: 16, 76, 104, 106, 107
3. Use verbal and nonverbal communication in effective ways, such as making announcements, giving directions, or making instructions.	TG U1: 192, TR2-TR3 TG U2: TR2-TR3 TG U3: TR2-TR3 TG U4: TR2-TR3 TG U5: TR2-TR3 TG U6: TR2-TR3

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<b>Standard 3: Group Interaction – The student will use effective communication strategies in pairs and small group context.</b>	
<p>1. Show respect and consideration for others in verbal or physical communication.</p>	<p><b>TG U1:</b> 12, 32, 42, 52, 72, 82, 102, 112, 162, 172, 192, 232, 242, 252, 262  <b>TG U2:</b> 42, 62, 72, 82, 102, 132, 162, 172, 182, 192, 202, 212, 222, 242, 262  <b>TG U3:</b> 22, 32, 62, 92, 112, 122, 172, 212, 222, 232, 242, 252, 262, 272  <b>TG U4:</b> 32, 42, 62, 72, 92, 172, 182, 192, 202, 212, 222, 242, 262, 272  <b>TG U5:</b> 22, 52, 82, 92, 102, 132, 162, 202, 212, 222, 242, 252, 262  <b>TG U6:</b> 42, 62, 102, 122, 144, 162, 192, 212, 242, 262</p>
<p>2. Ask and answer questions related to the topic and make contributions in small or large group discussions.</p>	<p><b>TG U1:</b> 22, 52, 72, 82, 92, 102, 112, 122, 132, 172, 182, 212, 222, 242, 272  <b>TG U2:</b> 32, 42, 62, 82, 102, 112, 132, 162, 172, 182, 192, 202, 212, 222, 252  <b>TG U3:</b> 42, 62, 102, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272  <b>TG U4:</b> 172, 192, 202, 212, 222, 242, 252  <b>TG U5:</b> 42, 52, 62, 72, 82, 92, 102, 104, 112, 122, 132, 182, 232, 243, 273  <b>TG U6:</b> 32, 52, 62, 82, 102, 122, 144, 162, 172, 192</p>

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<b>Visual Literacy: The student will interpret, evaluate, and compose visual messages.</b>	
<b>Standard 1: Interpret Meaning – The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.</b>	
1. Distinguish between telling and selling messages in such things as commercials, advertisements, and safety and drug public service announcements.	For related content, please see: <b>TG U5:</b> 173, 193, 194, 195, 196, 197
2. Identify the differences in facts and opinions in print and nonprint media.	<b>TG U1:</b> 209, 259 <b>TG U4:</b> 238 <b>TG U5:</b> 98 <b>TG U6:</b> 239, 240
<b>Standard 2: Evaluate Media – The student will evaluate visual and electronic media, such as film, as compared with print media.</b>	
1. Make connections between illustrations and print.	<b>TG U1:</b> 26, 168, 173, 189, 223 <b>TG U2:</b> 29, 253, 273 <b>TG U3:</b> 189, 234, 235, 254, 256, 257 <b>TG U5:</b> 93, 104, 233, 253, 274, 276, 277 <b>TG U6:</b> 83, 92, 93, 94, 95, 96, 97, 243
2. Identify differences in the presentation or depiction of characters and plot that tells of characters in American and other cultures through listening, viewing, or reading (e.g., read <i>Cinderella</i> and watch film). Compare and contrast the two.	For related content, please see: <b>TG U1:</b> 127 <b>TG U2:</b> 123, 126, 133, 134, 234, 264, 266 <b>TG U4:</b> 112, 114, 116, 117, 122, 123, 124, 126, 127 <b>TG U5:</b> 262, 263, 266, 267 <b>TG U6:</b> 112, 113, 114, 115, 116, 117