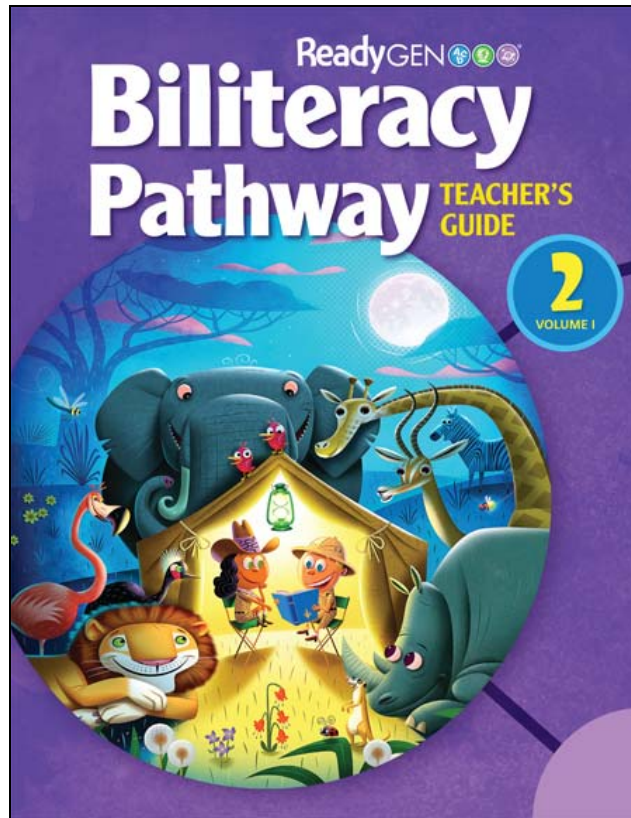


A Correlation of  
**ReadyGEN**  
**Biliteracy Pathway**  
Grade 2, ©2016



To the  
**Alaska**  
**English/Language Arts Standards**

# A Correlation of ReadyGEN Biliteracy Pathway ©2016, Grade 2 To the Alaska English/Language Arts Standards

## Introduction

This document demonstrates how **ReadyGEN Biliteracy Pathway ©2016** meets the Alaska English/Language Arts Standards. Correlation page references are to the Unit Module Teacher's Guides and are cited by grade and by unit. Please note that standards listed are for English and Spanish, and language differences may create a variance in the alignment.

### ReadyGEN Biliteracy Pathway Learning Resources

All language knowledge is an asset, not a deficit. Bilingual students acquire language differently than monolinguals, strategically using linguistic resources from both languages. The *ReadyGEN* Biliteracy Pathway provides a complete set of learning resources to help students develop literacy and linguistic skills in both languages:

#### Authentic Spanish Texts

- One trade book per unit (*6 trade books per grade at Grades K-2 and 4 trade books per grade at Grades 3-6*)
- Spanish trade books offer a collection of full-length authentic literary and informational texts to engage students in multiple close readings of appropriately complex text.

#### Spanish Leveled Text Library

Up to 50 Leveled Texts per grade help students develop self-extending reading and thinking strategies.

#### Detective

A collection of short, high-interest fiction and nonfiction selections used to sharpen students' critical thinking skills.

### Instructional Model

The Biliteracy Pathway respects the unique features of Spanish by providing engaging, authentic text and literacy instruction that reflects the internal structures of Spanish phonology, grammar, syntax, and discourse patterns. When students analyze similarities and differences in two languages, their language and literacy skills can exceed those of monolingual children. A Biliteracy Pathway Unit consists of a Pathway Module (Module P) paired with an English-language *ReadyGEN* module.

The Module Overview identifies the instructional focus, or what readers, writers, and learners are expected to know and do. These expectations fall in line with the goals for the Performance-Based Assessment.

### Assessment

A Performance-Based Assessment (PBA) appears at the end of each Biliteracy module in the same genre as in English (narrative, informative, or opinion). The Biliteracy PBA was designed to provide a meaningful comparison if students complete PBAs in both English and Spanish. An online End-of-Unit assessment will be forthcoming for Fall 2016.

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**A Correlation of ReadyGEN Biliteracy Pathway ©2016, Grade 2  
To the Alaska English/Language Arts Standards**

**Table of Contents**

<b>Reading Standards for Literature.....</b>	<b>4</b>
<b>Reading Standards for Informational Text.....</b>	<b>5</b>
<b>Reading Standards: Foundational Skills .....</b>	<b>7</b>
<b>Writing Standards K-5.....</b>	<b>8</b>
<b>Speaking and Listening Standards K-5.....</b>	<b>10</b>
<b>Language Standards K-5.....</b>	<b>12</b>

**A Correlation of ReadyGEN Biliteracy Pathway ©2016, Grade 2  
To the Alaska English/Language Arts Standards**

<b>Alaska English/Language Arts Standards</b>	<b>ReadyGEN Biliteracy Pathway ©2016 Grade 2</b>
<b>Reading Standards for Literature</b>	
<b>Grade 2</b>	
<b>Key Ideas and Details</b>	
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text.	<b>Unit 1, Module P:</b> 41 <b>Unit 2, Module P:</b> 102, 104, 144, 147
2. Retell stories, including fables and folktales from diverse cultures, and determine the author’s purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson or moral.	<b>Unit 1, Module P:</b> 49, 50, 51, 52, 53 <b>Unit 2, Module P:</b> 121, 122, 123 <b>Unit 4, Module P:</b> 49, 51, 52, 57, 60 <b>Unit 5, Module P:</b> 150 <b>Unit 6, Module P:</b> 237, 238, 241
3. Describe how characters in a story, play or poem respond to major events, problems, and challenges.	<b>Unit 1, Module P:</b> 9, 10, 14, 17, 25, 26, 27, 33, 34, 35, 36, 37, 41, 49, 57, 65, 66, 67 <b>Unit 2, Module P:</b> 97, 98, 99, 103, 104, 107, 115, 119, 120 <b>Unit 4, Module P:</b> 42, 43, 44, 45 <b>Unit 5, Module P:</b> 122
<b>Craft and Structure</b>	
4. Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind.	<b>Unit 2, Module P:</b> 119 <b>Unit 6, Module P:</b> 197
5. Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved.	<b>Unit 1, Module P:</b> 57, 59, 61 <b>Unit 2, Module P:</b> 108 <b>Unit 3, Module P:</b> 181, 182, 183, 184, 185 <b>Unit 4, Module P:</b> 44, 51, 58, 59, 60, 61 <b>Unit 5, Module P:</b> 103, 104, 105, 107, 120 <b>Unit 6, Module P:</b> 181, 189, 197, 205, 213, 216, 221, 229, 237, 244
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<b>Unit 1, Module P:</b> 17, 20, 27, 29 <b>Unit 2, Module P:</b> 94, 95, 96, 98, 105, 107 <b>Unit 5, Module P:</b> 118, 119, 120, 121, 122, 123

**A Correlation of ReadyGEN Biliteracy Pathway ©2016, Grade 2  
To the Alaska English/Language Arts Standards**

<b>Alaska English/Language Arts Standards</b>	<b>ReadyGEN Biliteracy Pathway ©2016 Grade 2</b>
<b>Integration of Knowledge and Ideas</b>	
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (e.g., problem-solution; chronology).	<b>Unit 1, Module P:</b> 17, 20, 27, 29 <b>Unit 2, Module P:</b> 94, 95, 96, 98, 105, 107 <b>Unit 3, Module P:</b> 181, 184, 189, 192, 193 <b>Unit 5, Module P:</b> 111, 113
8. (Not applicable to literature)	Not applicable according the Alaska English/Language Arts Standards
9. Compare and contrast two or more versions of the same story/text (e.g., Cinderella stories) by different authors or from different cultures.	For related content, please see: <b>Unit 2, Module P:</b> 151, 152 <b>Unit 5, Module P:</b> 151, 152, 153 <b>Unit 6, Module P:</b> 237, 238, 239
<b>Range of Reading and Level of Complexity</b>	
10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.	<b>Unit 1, Module P:</b> 20, 36, 44, 52, 60, 68 <b>Unit 2, Module P:</b> 98, 106, 114, 122 <b>Unit 3, Module P:</b> 184 <b>Unit 4, Module P:</b> 44, 52, 60 <b>Unit 5, Module P:</b> 106, 122 <b>Unit 6, Module P:</b> 216
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text.	<b>Unit 1, Module P:</b> 18, 26, 34, 42, 50, 58, 66 <b>Unit 2, Module P:</b> 96, 104, 112, 120, 128, 135, 136, 137, 138, 139, 144, 152 <b>Unit 3, Module P:</b> 182, 190, 198, 206, 213, 214, 222, 230, 238 <b>Unit 4, Module P:</b> 10, 18, 26, 33, 34, 35, 36, 37, 42, 50, 58, 66 <b>Unit 5, Module P:</b> 96, 104, 112, 120, 128, 135, 136, 137, 138, 139, 144, 152, 154 <b>Unit 6, Module P:</b> 182, 185, 190, 198, 206, 222, 229, 230, 238
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<b>Unit 2, Module P:</b> 17 <b>Unit 3, Module P:</b> 206 <b>Unit 4, Module P:</b> 9, 10, 25, 26, 27, 28, 29, 33, 41, 49, 57, 65, 72 <b>Unit 5, Module P:</b> 130, 152, 154, 155 <b>Unit 6, Module P:</b> 181, 182, 183, 184, 185, 233

**A Correlation of ReadyGEN Biliteracy Pathway ©2016, Grade 2  
To the Alaska English/Language Arts Standards**

<b>Alaska English/Language Arts Standards</b>	<b>ReadyGEN Biliteracy Pathway ©2016 Grade 2</b>
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>Unit 3, Module P:</b> 198, 199, 200, 201, 202, 205, 206, 207, 209 <b>Unit 4, Module P:</b> 11, 17 <b>Unit 6, Module P:</b> 194, 206
<b>Craft and Structure</b>	
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<b>Unit 2, Module P:</b> 152 <b>Unit 3, Module P:</b> 208, 216, 240 <b>Unit 4, Module P:</b> 10, 26, 67, 68, 69 <b>Unit 5, Module P:</b> 128, 137, 138, 139
5. Know and use various text features (e.g., captions, bold print, headings, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently.	<b>Unit 3, Module P:</b> 189, 197, 200, 205, 213, 229, 237 <b>Unit 4, Module P:</b> 11, 12, 13, 20, 21, 68 <b>Unit 5, Module P:</b> 143, 144, 145, 146, 147 <b>Unit 6, Module P:</b> 189, 190, 191, 192, 193, 205
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>Unit 2, Module P:</b> 135, 136, 137, 138, 139 <b>Unit 5, Module P:</b> 127, 128, 129, 130, 131 <b>Unit 6, Module P:</b> 205, 206, 207, 208
<b>Integration of Knowledge and Ideas</b>	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<b>Unit 2, Module P:</b> 153, 154, 155 <b>Unit 3, Module P:</b> 200 <b>Unit 4, Module P:</b> 11, 13, 14, 17, 18, 19, 20, 29, 42, 66 <b>Unit 5, Module P:</b> 137, 139 <b>Unit 6, Module P:</b> 190, 192, 197, 198, 199, 200, 201
8. Describe how reasons given support specific opinions the author states in a text.	<b>Unit 2, Module P:</b> 111, 119, 135, 151 <b>Unit 3, Module P:</b> 213, 215, 216, 217 <b>Unit 5, Module P:</b> 135, 138, 143, 151 <b>Unit 6, Module P:</b> 181, 189, 197, 205
9. Compare and contrast the most important points presented by two texts or related topics (e.g., a book about polar bears and a book about black bears).	<b>Unit 3, Module P:</b> 236, 237, 240 <b>Unit 4, Module P:</b> 64, 65, 66 <b>Unit 5, Module P:</b> 150, 151, 153

**A Correlation of ReadyGEN Biliteracy Pathway ©2016, Grade 2  
To the Alaska English/Language Arts Standards**

<b>Alaska English/Language Arts Standards</b>	<b>ReadyGEN Biliteracy Pathway ©2016 Grade 2</b>
<b>Range of Reading and Level of Complexity</b>	
10. By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.	<b>Unit 2, Module P:</b> 138, 154 <b>Unit 3, Module P:</b> 200, 208, 216, 225, 232, 240 <b>Unit 4, Module P:</b> 12, 20, 28, 36, 68 <b>Unit 5, Module P:</b> 130, 138, 146, 154 <b>Unit 6, Module P:</b> 184, 192, 200, 208, 224, 232, 240
<b>Reading Standards: Foundational Skills</b>	
<b>Phonics and Word Recognition</b>	
3. Know and apply grade-level phonics and word analysis skills in decoding words;	
a. Distinguish long and short vowels when reading regularly spelled one-syllable words;	<b>Unit 2, Module P:</b> 101, 109, 117, 125, 133 <b>Unit 3, Module P:</b> 188, 196, 235 <b>Unit 4, Module P:</b> 8 <b>Unit 6, Module P:</b> 227
b. Know spelling-sound correspondences for additional common vowel teams;	<b>Unit 3, Module P:</b> 188, 196, 235 <b>Unit 4, Module P:</b> 8, 15, 23, 31, 39, 47
c. Decode regularly spelled two-syllable words with long vowels;	<b>Unit 1, Module P:</b> 16, 24, 32, 37, 63, 64 <b>Unit 2, Module P:</b> 94, 102, 110, 118, 149, 150 <b>Unit 3, Module P:</b> 204, 209 <b>Unit 4, Module P:</b> 8, 16, 24, 32, 63 <b>Unit 5, Module P:</b> 94, 102, 110, 149 <b>Unit 6, Module P:</b> 188, 196, 204
d. Decode words with common prefixes and suffixes;	<b>Unit 2, Module P:</b> 166 <b>Unit 5, Module P:</b> 102, 110, 118, 123, 150, 155, 165 <b>Unit 6, Module P:</b> 188, 196, 204, 209, 211, 236, 241, 251, 252
e. Identify words with inconsistent but common spelling-sound correspondences;	<b>Unit 1, Module P:</b> 31, 39 <b>Unit 2, Module P:</b> 94 <b>Unit 3, Module P:</b> 180, 251 <b>Unit 5, Module P:</b> 152 <b>Unit 6, Module P:</b> 188
f. Recognize and read grade-appropriate irregularly spelled words.	<b>Unit 1, Module P:</b> 39 <b>Unit 2, Module P:</b> 141, 157, 164 <b>Unit 4, Module P:</b> 39

**A Correlation of ReadyGEN Biliteracy Pathway ©2016, Grade 2  
To the Alaska English/Language Arts Standards**

<b>Alaska English/Language Arts Standards</b>	<b>ReadyGEN Biliteracy Pathway ©2016 Grade 2</b>
<b>Fluency</b>	
4. Read with sufficient accuracy and fluency to support comprehension;	
a. Read on-level text with purpose and understanding;	<b>Unit 1, Module P:</b> 9, 17, 25, 33, 41, 49, 57 <b>Unit 2, Module P:</b> 95, 111, 115, 119, 127, 135, 143, 151 <b>Unit 3, Module P:</b> 181, 189, 197, 205, 213, 221, 229, 237 <b>Unit 4, Module P:</b> 9, 17, 25, 33, 41, 49, 57, 65 <b>Unit 5, Module P:</b> 95, 103, 111, 119, 127, 135, 143, 151 <b>Unit 6, Module P:</b> 181, 189, 197, 201, 205, 213, 221, 229, 233, 237
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings;	<b>Unit 1, Module P:</b> 13, 21, 28, 29, 53, 68, 69 <b>Unit 2, Module P:</b> 99, 107, 130, 131, 139, 147, 155 <b>Unit 3, Module P:</b> 185, 193, 201, 217, 225, 232, 233, 241 <b>Unit 4, Module P:</b> 13, 21, 29, 37, 45, 53, 61, 69 <b>Unit 5, Module P:</b> 99, 106, 115, 131, 139, 155 <b>Unit 6, Module P:</b> 185, 193, 201, 208, 217, 241
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>Unit 1, Module P:</b> 37, 53, 58, 121 <b>Unit 2, Module P:</b> 123 <b>Unit 3, Module P:</b> 209 <b>Unit 4, Module P:</b> 26, 63 <b>Unit 5, Module P:</b> 98 <b>Unit 6, Module P:</b> 222
<b>Writing Standards K-5</b>	
<b>Text Types and Purposes</b>	
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion.	<b>Unit 5, Module P:</b> 100, 108, 116, 124, 132, 140, 148, 156, 158-162 <b>Unit 6, Module P:</b> 186, 194, 202, 210, 218, 226, 234, 242, 244-248



**A Correlation of ReadyGEN Biliteracy Pathway ©2016, Grade 2  
To the Alaska English/Language Arts Standards**

<b>Alaska English/Language Arts Standards</b>	<b>ReadyGEN Biliteracy Pathway ©2016 Grade 2</b>
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or one or more concluding sentences that emphasize their most important point or focus.	<b>Unit 3, Module P:</b> 186, 194, 202, 210, 218, 226, 234, 242 <b>Unit 4, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 72, 76
3. Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.	<b>Unit 1, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70, 72-76 <b>Unit 2, Module P:</b> 100, 108, 116, 124, 132, 140, 148, 156, 158-162
<b>Production and Distribution of Writing</b>	
4. (Begins in grade 3)	Begins in grade 3 according to the Alaska English/Language Arts Standards
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing.	<b>Unit 1, Module P:</b> 62, 70, 72 <b>Unit 2, Module P:</b> 140, 156 <b>Unit 3, Module P:</b> 242 <b>Unit 4, Module P:</b> 70 <b>Unit 5, Module P:</b> 148, 156 <b>Unit 6, Module P:</b> 242
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>Unit 1, Module P:</b> 73, 76 <b>Unit 2, Module P:</b> 159, 162 <b>Unit 3, Module P:</b> 245, 248 <b>Unit 4, Module P:</b> 73, 76 <b>Unit 5, Module P:</b> 159, 162 <b>Unit 6, Module P:</b> 245, 248
<b>Research to Build and Present Knowledge</b>	
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or visual or oral presentation; record data from science observations).	<b>Unit 1, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70 <b>Unit 2, Module P:</b> 100, 108, 116, 124, 132, 140, 148, 156 <b>Unit 3, Module P:</b> 186, 194, 202, 210, 218, 226, 234, 242 <b>Unit 4, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70 <b>Unit 5, Module P:</b> 100, 108, 116, 124, 132, 140, 148, 156 <b>Unit 6, Module P:</b> 186, 194, 202, 210, 218, 226, 234, 242

**A Correlation of ReadyGEN Biliteracy Pathway ©2016, Grade 2  
To the Alaska English/Language Arts Standards**

<b>Alaska English/Language Arts Standards</b>	<b>ReadyGEN Biliteracy Pathway ©2016 Grade 2</b>
8. Recall information from experiences or gather information from provided sources to answer a question.	<b>Unit 1, Module P:</b> 4, 40, 80 <b>Unit 2, Module P:</b> 142 <b>Unit 3, Module P:</b> 226, 234, 236, 242, 244-248 <b>Unit 4, Module P:</b> 8, 56, 78 <b>Unit 5, Module P:</b> 158 <b>Unit 6, Module P:</b> 234, 252
9. (Begins in grade 4)	Begins in grade 4 according to the Alaska English/Language Arts Standards
<b>Range of Writing</b>	
10. (Begins in grade 3)	Begins in grade 3 according to the Alaska English/Language Arts Standards
<b>Speaking and Listening Standards K-5</b>	
<b>Comprehension and Collaboration</b>	
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups;	
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion);	<b>Unit 3, Module P:</b> TR2, TR3, TR4
b. Build on others' talk in conversations by linking their comments to the remarks of others;	<b>Unit 1, Module P:</b> 9, 17, 25, 33, 41, 49, 57, 65 <b>Unit 2, Module P:</b> 95, 103, 111, 119, 127, 135, 143, 151 <b>Unit 3, Module P:</b> 181, 189, 197, 205, 213, 221, 229, 237 <b>Unit 4, Module P:</b> 9, 17, 25, 33, 41, 49, 57, 65 <b>Unit 5, Module P:</b> 95, 103, 111, 119, 127, 135, 143, 151 <b>Unit 6, Module P:</b> 181, 189, 197, 205, 213, 221, 229, 237

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To the Alaska English/Language Arts Standards**

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c. Ask for clarification and further explanation as needed about the topics and texts under discussions.	For related content, please see: <b>Unit 1, Module P:</b> 9, 17, 25, 33, 41, 49, 57, 65 <b>Unit 2, Module P:</b> 95, 103, 111, 119, 127, 135, 143, 151 <b>Unit 3, Module P:</b> 181, 189, 197, 205, 213, 221, 229, 237 <b>Unit 4, Module P:</b> 9, 17, 25, 33, 41, 49, 57, 65 <b>Unit 5, Module P:</b> 95, 103, 111, 119, 127, 135, 143, 151 <b>Unit 6, Module P:</b> 181, 189, 197, 205, 213, 221, 229, 237
2. Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.	<b>Unit 1, Module P:</b> 9, 17, 25, 33, 41, 49, 57, 65 <b>Unit 2, Module P:</b> 95, 103, 135 <b>Unit 3, Module P:</b> 213 <b>Unit 4, Module P:</b> 9, 17, 25, 33, 41, 49, 57, 65 <b>Unit 6, Module P:</b> 183, 229
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<b>Unit 1, Module P:</b> 76 <b>Unit 3, Module P:</b> 183, 191, 199, 207, 215, 223, 231, 239 <b>Unit 4, Module P:</b> 76 <b>Unit 6, Module P:</b> 183, 191, 199, 207, 215, 223, 231, 239
<b>Presentation of Knowledge and Ideas</b>	
4. Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences.	<b>Unit 1, Module P:</b> 14, 22, 38, 40, 46, 54, 62, 76 <b>Unit 2, Module P:</b> 100, 101, 108, 116, 124, 132, 140, 148, 156, 162 <b>Unit 3, Module P:</b> 188, 196, 236, 248 <b>Unit 4, Module P:</b> 24, 48, 56, 76 <b>Unit 5, Module P:</b> 102, 110, 118, 126, 134, 142, 162 <b>Unit 6, Module P:</b> 188, 196, 204, 212, 236, 248
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<b>Unit 1, Module P:</b> 14, 30, 73, 75 <b>Unit 2, Module P:</b> 162 <b>Unit 3, Module P:</b> 225, 245 <b>Unit 4, Module P:</b> 54, 61, 73 <b>Unit 5, Module P:</b> 99, 159 <b>Unit 6, Module P:</b> 182, 197

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To the Alaska English/Language Arts Standards**

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6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	<b>Unit 1, Module P:</b> 8, 24 <b>Unit 2, Module P:</b> 134, 142 <b>Unit 3, Module P:</b> 186, 194, 202, 210, 218, 226, 234, 242, 244-248 <b>Unit 4, Module P:</b> 32 <b>Unit 5, Module P:</b> 110 <b>Unit 6, Module P:</b> 186, 194, 202, 210, 218, 226, 234, 242, 244-248
<b>Language Standards K-5</b>	
<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;	
a. Use collective nouns (e.g., group);	<b>Unit 4, Module P:</b> 15
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish);	<b>Unit 1, Module P:</b> 39 <b>Unit 2, Module P:</b> 157 <b>Unit 3, Module P:</b> 187, 195, 203, 211, 219 <b>Unit 4, Module P:</b> 63
c. Use reflexive pronouns (e.g., myself, ourselves);	<b>Unit 4, Module P:</b> 71
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told);	<b>Unit 2, Module P:</b> 133, 141, 164 <b>Unit 4, Module P:</b> 39
e. Use adjectives and adverbs, and choose between them depending on what is to be modified;	<b>Unit 1, Module P:</b> 14, 18, 22, 55, 71 <b>Unit 2, Module P:</b> 109, 117, 165, 166 <b>Unit 3, Module P:</b> 203, 211, 227, 243, 253 <b>Unit 4, Module P:</b> 74 <b>Unit 5, Module P:</b> 101, 125, 157, 165, 203 <b>Unit 6, Module P:</b> 252
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	<b>Unit 1, Module P:</b> 15 <b>Unit 2, Module P:</b> 109, 117 <b>Unit 3, Module P:</b> 227, 243 <b>Unit 4, Module P:</b> 30, 31, 46, 60, 62, 71, 81 <b>Unit 5, Module P:</b> 101, 125, 141, 157, 164

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To the Alaska English/Language Arts Standards**

<b>Alaska English/Language Arts Standards</b>	<b>ReadyGEN Biliteracy Pathway ©2016 Grade 2</b>
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;	
a. Capitalize holidays, product names, and geographic names;	<b>Unit 1, Module P:</b> 15, 23, 31, 39, 47 <b>Unit 3, Module P:</b> 187, 195, 203, 211, 219, 250 <b>Unit 4, Module P:</b> 15, 23, 31, 39, 47, 81 <b>Unit 5, Module P:</b> 101, 109, 117, 125, 133
b. Use commas in greetings and closing of letters;	<b>Unit 5, Module P:</b> 117, 167
c. Use an apostrophe to form contractions and frequently occurring possessives;	<b>Unit 2, Module P:</b> 125, 167, 169 <b>Unit 4, Module P:</b> 75, 83, , 125 <b>Unit 5, Module P:</b> 169 <b>Unit 6, Module P:</b> 187, 195, 203, 211, 219
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil);	<b>Unit 1, Module P:</b> 39 <b>Unit 2, Module P:</b> 157 <b>Unit 3, Module P:</b> 187, 195, 203, 211, 219 <b>Unit 4, Module P:</b> 39, 63 <b>Unit 6, Module P:</b> 227
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<b>Unit 4, Module P:</b> 38 <b>Unit 5, Module P:</b> 156 <b>Unit 6, Module P:</b> 243
<b>Knowledge of Language</b>	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening;	
a. Compare formal and informal uses of English.	For related content, please see: <b>Unit 3, Module P:</b> 194 <b>Unit 5, Module P:</b> 167
<b>Vocabulary Acquisition and Use</b>	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies;	
a. Use sentence-level context as a clue to the meaning of a word or phrase;	<b>Unit 1, Module P:</b> 37 <b>Unit 2, Module P:</b> 112, 121, 123 <b>Unit 3, Module P:</b> 209 <b>Unit 4, Module P:</b> 8, 18, 26, 42, 63 <b>Unit 5, Module P:</b> 98, 102, 120, 144 <b>Unit 6, Module P:</b> 222, 251
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell);	<b>Unit 5, Module P:</b> 102 <b>Unit 6, Module P:</b> 187, 195, 203, 204, 209, 211, 219, 236, 241, 251

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To the Alaska English/Language Arts Standards**

<b>Alaska English/Language Arts Standards</b>	<b>ReadyGEN Biliteracy Pathway ©2016 Grade 2</b>
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional);	<b>Unit 1, Module P:</b> 81 <b>Unit 6, Module P:</b> 203, 250
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark);	<b>Unit 1, Module P:</b> 50 <b>Unit 3, Module P:</b> 236, 240, 241 <b>Unit 4, Module P:</b> 32, 37, 78 <b>Unit 5, Module P:</b> 136 <b>Unit 6, Module P:</b> 195
e. Use glossaries and beginning picture dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<b>Unit 1, Module P:</b> 37 <b>Unit 4, Module P:</b> 7, 38 <b>Unit 5, Module P:</b> 137, 138, 139 <b>Unit 6, Module P:</b> 243
<b>5. Demonstrate understanding of word relationships and nuances in word meanings;</b>	
a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy);	For related content, please see: <b>Unit 1, Module P:</b> 24, 32, 40, 48, 55 <b>Unit 2, Module P:</b> 94, 109, 118, 126, 141, 165, 166 <b>Unit 3, Module P:</b> 180, 203, 211, 220, 227 <b>Unit 4, Module P:</b> 16, 24, 32, 40, 48, 56, 64 <b>Unit 5, Module P:</b> 96, 101, 125, 134, 142 <b>Unit 6, Module P:</b> 180, 188, 212, 220, 228
b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<b>Unit 2, Module P:</b> 120 <b>Unit 5, Module P:</b> 96 <b>Unit 6, Module P:</b> 187, 219
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	<b>Unit 1, Module P:</b> 11, 19, 27, 35, 43, 51, 59, 67 <b>Unit 2, Module P:</b> 97, 105, 113, 121, 129, 137, 145, 153 <b>Unit 3, Module P:</b> 183, 191, 199, 207, 215, 223, 231, 239 <b>Unit 4, Module P:</b> 11, 19, 27, 35, 43, 51, 59, 67 <b>Unit 5, Module P:</b> 97, 105, 113, 121, 129, 137, 145, 153 <b>Unit 6, Module P:</b> 183, 191, 199, 207, 215, 223, 231, 239