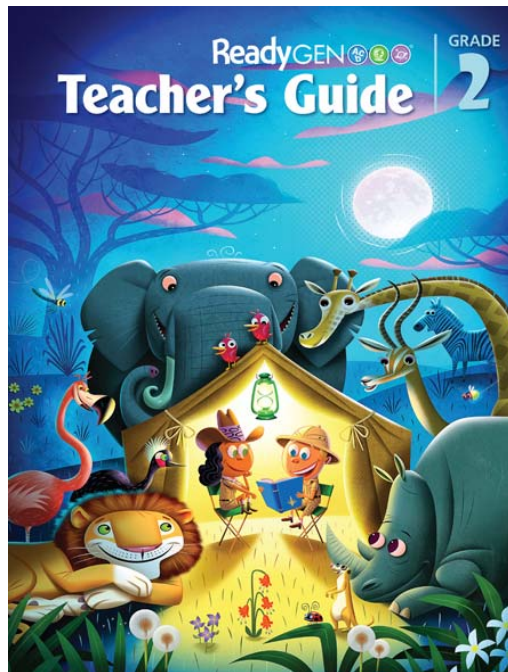


A Correlation of

ReadyGEN

©2016 Grade 2



To the

California Common Core State Standards for English Language Arts

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *California Common Core Standards for English Language Arts*. Correlation citations refer to the Teacher's Guide and are cited by grade level, unit number and page number where instruction occurs. New Foundational Skills pages are also cited.

ReadyGEN ©2016 is a K-6 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

AUTHENTIC TEXT AT THE CORE OF INSTRUCTION

- Puts a library of 12 authentic trade books in the hands of every child.

BUILT WITH THE RESULTS IN MIND

- Back-mapped for success to ensure that activities are driven by rigorous standards.

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

- Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.

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**Part 1 – Standards Map for Program 2 Basic ELA/ELD, Kindergarten Through Grade Eight
 Grade Two – California Common Core State Standards for English Language Arts**

This basic grade-level program provides the comprehensive curriculum in English language arts for kindergarten through grade eight with integration of the CA ELD Standards that were adopted by the SBE November 2012. It provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA and the corresponding CA ELD Standards, and includes materials necessary for designated English language development instruction. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted.

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	LITERATURE				
	Key Ideas and Details				
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	TG U1: 13-14, 37-38, 83-85, 92-94, 96-97, 103-105, 113-115, 122-123, 242-243, 247-248, 272-274 TG U2: 222-224, 232-233, 252-253, 272-274 TG U3: 82-84, 222, 232, 242, 262 TG U4: 136-138 TG U5: 36-37, 112, 178, 222, 232, 242, 252, 272 TG U6: 37, 137			
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	TG U1: 114 TG U2: 92-94, 94-96, 96-97, 274-276, 276-278 TG U3: 226-228 TG U4: 72-74, 74-76, 84-86 TG U5: 232-233, 252-254 TG U6: 112, 114, 116-118			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RL.2.3	Describe how characters in a story respond to major events and challenges.	TG U1: 12-14, 42-43, 63-65, 86-88, 122-123, 126-127, 236-238 TG U2: 32-34, 37-39, 52-54, 56-57, 82-83, 84-86, 86-88 TG U3: 242-244 TG U4: 22-24, 32-33, 42-44, 46-47, 94, 96 TG U5: 222-224, 224-226, 242-243 TG U6: 72, 74-76			
	Craft and Structure				
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4–6 for additional expectations.) CA	TG U1: 14-16, 24-25, 32-33, 54-56, 112-114, 116-117, 234-236, 244-246 TG U2: 62-63, 65-67 TG U3: 72-74, 76-77, 262-264, 266-268 TG U4: 252-254 TG U5: 112-114, 116-117 TG U6: 82-84			
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	TG U1: 22-24, 26-27, 44-46, 46-47, 132-133, 137-139, 232-234, 237-239 TG U2: 14-16, 42-44, 64-66, 66-67, 72-73, 74-76 TG U3: 222-224, 264-266 TG U4: 102-104, 132-134 TG U5: 244-246 TG U6: 102-104			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	TG U1: 52-54, 72-74, 124-125, 137-139 TG U2: 122-124, 252-254 TG U3: 112-114, 242-244 TG U4: 12-14, 82-84 TG U5: 222-223, 228, 234 TG U6: 234			
	Integration of Knowledge and Ideas				
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	TG U1: 17-18, 32-34, 34-36, 36-37, 62-64, 64-66, 66-67, 82-84, 84-86, 86-87, 97-98, 104-105 TG U2: 22-24, 24-26, 26-27, 84-85, 86-87, 102-104, 104-106, 106-107, 114-116, 116-118 TG U3: 252-254 TG U4: 126 TG U5: 247-249, 274-276 TG U6: 92-94			
RL.2.8	(Not applicable to literature)	Not applicable according to California Common Core State Standards for English Language Arts			
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	TG U4: 112-114, 115-116, 116-117 TG U5: 272 TG U6: 272			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Range of Reading and Level of Text Complexity				
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TG U1: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 175, 215, 225, 255 TG U2: 15, 25, 35, 45, 55, 65, 75, 95, 115, 125 TG U3: 15, 25, 225, 235, 245, 255 TG U4: 55, 105, 125, 135, 252 TG U5: 25, 112, 165, 245, 255 TG U6: 25, 75, 85, 95, 185, 195, 275			
	INFORMATIONAL TEXT				
	Key Ideas and Details				
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	TG U1: 173-175, 182-184, 186-187, 212-213, 222-223, 272-274 TG U2: 192-193, 204-206, 206-208 TG U3: 22-24, 24-26, 52-54, 55-57, 192-194, 216-218 TG U4: 172-173, 234-236, 236-238 TG U5: 24-26, 182-183, 237-239 TG U6: 52-54			
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	TG U1: 162-163, 172-174, 176-178 TG U2: 172-174 TG U3: 162-164 TG U4: 162-163, 174-176, 176-177, 212-213, 214-216, 216-218 TG U5: 12-14, 132-134 TG U6: 12-14, 172-174			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	TG U1: 192-194 TG U2: 216-218 TG U3: 42-44, 46-47, 102-104, 106-107, 172-174, 176-178 TG U4: 202-204, 204-206, 206-207, 232-233, 262-264, 264-266 TG U5: 172-174, 174-176, 202-204, 206-208 TG U6: 32-33, 122, 124-126, 192, 194, 254, 256-257, 274, 276-278			
	Craft and Structure				
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . (See grade 2 Language standards 4–6 for additional expectations.) CA	TG U1: 164-166, 174-176, 184-185, 194-195, 204-206, 214-216, 216-217, 224-226, 226-227, 264-265, 274-276, 276-278 TG U2: 194-196 TG U3: 272-274 TG U4: 192-194 TG U5: 54-56 TG U6: 34, 184-186, 244-246			
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	TG U1: 162-164, 166-167, 192-193, 202-204, 206-208 TG U2: 182-184, 186-187, 202-203, 205-206, 212-213, 215-216, 217-219 TG U3: 12-14, 28-30, 32-34, 38-40, 62-64, 66-68 TG U4: 163-165 TG U5: 72-74, 76-77, 82, 84-86, 86-87, 162-164 TG U6: 22-24, 212-214			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	TG U1: 182-184, 186-187, 192-193, 202-203, 252-254, 198-200, 256-258 TG U2: 162-164 TG U3: 18-20, 132-134, 137-139, 194-196 TG U4: 212-214, 216-218 TG U5: 22, 26-28, 32-34, 52-54, 104-106, 264-266 TG U6: 62, 64, 66-67, 132, 134, 162, 164, 166-167, 222, 224-226			
	Integration of Knowledge and Ideas				
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	TG U1: 163-165, 166-167, 177-178, 187-189, 202-204, 206-207, 217-219, 227-228, 264-265, 266-268 TG U2: 182-184, 186-188 TG U3: 182-184 TG U4: 184-186, 222-224, 244-246, 246-248 TG U5: 212-214, 214-216 TG U6: 42-44			
RI.2.8	Describe how reasons support specific points the author makes in a text.	TG U1: 236-238 TG U2: 172-173, 182-183, 192-194 TG U3: 204-206 TG U4: 182-183, 242-244 TG U5: 42-44, 62-64, 64-66, 92, 94-96, 96-98 TG U6: 182-183, 232-234, 236-238			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	TG U1: 262-264, 266-268, 222-223 TG U2: 262-264, 272-274 TG U3: 37-39, 122-123, 272-274, 276-278 TG U4: 272-274 TG U5: 122-124, 134-136, 262-263 TG U6: 262-264, 272			
	Range of Reading and Level of Text Complexity				
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TG U1: 165, 185, 195, 205, 235, 265 TG U2: 165, 175, 185, 195, 205, 215, 265 TG U3: 55, 65, 75, 185, 205 TG U4: 165, 175, 185, 265, 275 TG U5: 75, 105, 125, 165, 195, 275 TG U6: 15, 125, 175, 255, 265			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	FOUNDATIONAL SKILLS				
	Phonics and Word Recognition				
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	TG U1: 164a-164b, 184a-184b, 204a-204b TG U2: 14a-14b, 34a-34b, 44a-44b, 54a, 164a-164b, 184a-184b, 204a TG U3: 264a-264b TG U4: 14a-14b, 34a-34b, 54a-54b, 114a-114b, 134a-134b, 164a-164b, 184a-184b, 204a-204b, TG U6: 64a-64b, 84a-84b, 104a-104b, 114a-114b, 134a-134b, 164a-164b, 204a-204b			
RF.2.3a	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA Distinguish long and short vowels when reading regularly spelled one-syllable words.	TG U1: 14a-14b, 34a-34b, 54a, 64a-64b, 84a-84b, 104a, 114a-114b, 134a-134b, 214a-214b, 224b, 234a-234b, 244b, 254a-254b, 274b, 264a-264b, FS2, FS3, FS4, FS5, FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13 TG U3: 74b, 94b, 104b, 124b, 174b, 194b, 204b, 224b, 244b, 254b, FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13, FS14, FS15, FS16, FS17, FS18, FS19, FS20, FS21 TG U4: 64a-64b, 74b, 84a-84b, 94b, 104a-104b, FS6, FS7, FS8, FS9 TG U5: 104b, 184a-184b			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RF.2.3b	<p>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>Know spelling-sound correspondences for additional common vowel teams.</p>	<p>TG U2: 64a-64b, 74b, 84a-84b, 94b, 104a-104b, 114a-114b, 124b, 134a-134b, 214a-214b, 224b, 234a-234b, 244b, 254a-254b, 264a-264b, 274b, FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13, FS14, FS15, FS16, FS17, FS18, FS19, FS20, FS21</p> <p>TG U3: 64a-64b, 74b, 84a-84b, 94b, 104a-104b, 114a-114b, 124b, 134a-134b, 164a-164b, 174b, 184a-184b, 194b, 204a-204b, 214a-214b, 224b, 234a-234b, 244b, 254a-254b, FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13, FS14, FS15, FS16, FS17, FS18, FS19, FS20, FS21</p> <p>TG U4: 64a-64b, 74b, 84a-84b, 94b, 104a-104b, 214a-214b, 224b, 234a-234b, 244b, 254a-254b, 264a-264b, 274b, FS18, FS19, FS20, FS21</p> <p>TG U5: 64a-64b, 74b, 84a-84b, 94b, 104a-104b, FS6, FS7, FS8, FS9</p> <p>TG U6: 14a-14b, 24b, 34a-34b, 44b, 54a-54b, FS2, FS3, FS4, FS5</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RF.2.3c	<p>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>Decode regularly spelled two-syllable words with long vowels.</p>	<p>TG U2: FS18 TG U3: 64a-64b, 74b, 84a-84b, 94b, 104a-104b, 114a-114b, 124b, 134a-134b, 164a-164b, 174b, 184a-184b, 194b, 204a-204b, 224b, 244b, 254b, FS6, FS7, FS8, FS11, FS12, FS13, FS14, FS15, FS16, FS17, FS19 TG U4: 64a-64b, 74b, 84a-84b, 94b, 104a-104b, 164a-164b, 174b, 184a-184b, 194b, 204a-204b, FS6, FS7, FS8, FS9, FS14, FS16, FS19 TG U5: 14a-14b, 34a-34b, 54a, 104b, FS2, FS4</p>			
RF.2.3d	<p>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>Decode words with common prefixes and suffixes.</p>	<p>TG U4: 133 TG U5: 114a-114b, 124b, 124a-124b, 134a-134b, 164a-164b, 173, 174b, 184a-184b, 194b, 203, 204a-204b, FS10, FS11, FS12, FS13, FS14, FS15, FS16, FS17 TG U6: 214a-214b, 224b, 234a-234b, 244b, 254a-254b, 264a-264b, 274b, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RF.2.3e	<p>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>TG U1: 214a-214b, 224b, 234a-234b, 244b, 254a-254b, 264a-264b, 274b</p> <p>TG U2: 64a-64b, 74b, 84a-84b, 94b, 104a-104b, 114a-114b, 124b, 134a-134b, 214a-214b, 224b, 234a-234b, 244b, 254a-254b, 264a-264b, 274b, FS2, FS3, FS4, FS5, FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25</p> <p>TG U3: 14a-14b, 24b, 34a-34b, 44b, 54a-54b</p> <p>TG U4: 214a-214b, 224b, 234a-234b, 244b, 254a-254b, 264a-264b, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25</p> <p>TG U5: 64a-64b, 74b, 84a-84b, 94b, 104a, 214a-214b, 224b, 234a-234b, 244b, 254a-254b, 264a-264b, 274b, FS6, FS7, FS8, FS9, FS20, FS21, FS22, FS23, FS24, FS25</p> <p>TG U6: 14a-14b, 24b, 34a-34b, 44b, 54a-54b, FS2, FS3, FS4, FS5</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RF.2.3f	<p>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p>	<p>TG U1: 24a-24b, 44a-44b, 54b, 74a-74b, 94a-94b, 104b, 124a-124b, 174a-174b, 194a-194b, 204b, 224a-224b, 244a-244b, 254b, 274a-274b, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U2: 24a-24b, 44a-44b, 54b, 74a-74b, 94a-94b, 104b, 124a-124b, 174a-174b, 194a-194b, 204b, 224a-224b, 244a-244b, 254b, 274a-274b, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U3: 24a-24b, 44a-44b, 54b, 74a-74b, 94a-94b, 104b, 124a-124b, 174a-174b, 194a-194b, 204b, 224a-224b, 244a-244b, 254b, 274a-274b, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U4: 24a-24b, 44a-44b, 54b, 74a-74b, 94a-94b, 124a-124b, 174a-174b, 194a-194b, 204b, 224a-224b, 244a-244b, 254b, 274a-274b, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U5: 24a-24b, 44a-44b, 54b, 74a-74b, 94a-94b, 104b, 124a-124b, 174a-174b, 194a-194b, 204b, 224a-224b, 244a-244b, 254b, 274a-274b, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RF.2.3f	<p>Continued Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Continued TG U6: 24a-24b, 44a-44b, 54b, 74a-74b, 94a-94b, 104b, 124a-124b, 174a-174b, 194a-194b, 204b, 224a-224b, 244a-244b, 254b, 274a-274b, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p>			
	Fluency				
RF.2.4a	<p>Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.</p>	<p>TG U1: 24b, 44b, 54b, 74b, 94b, 104b, 124b, 174b, 194b, 204b, 224b, 244b, 254b, 274b TG U2: 74b, 24b, 44b, 54b, 74b, 94a, 104b, 124b, 174b, 194b, 204b, 224b, 244b, 254b, 274b TG U3: 24b, 27, 44b, 54b, 74b, 94b, 104b, 124b, 167, 174b, 194b, 204b, 224b, 244b, 254b, 274b TG U4: 24b, 44b, 54b, 74b, 94b, 104b, 124b, 127, 174b, 194b, 204b, 224b, 244b, 254b, 274b, TG U5: 24b, 44b, 54b, 74b, 94b, 104b, 124b, 127, 174b, 194b, 204b, 224b, 244b, 247, 254b, 274b TG U6: 24b, 44b, 47, 54b, 74b, 94b, 104b, 124b, 174b, 194b, 204b, 224b, 244b, 254b, 274b, 277</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RF.2.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	TG U1: 17, 27, 47, 67, 87, 97, 167, 187, 217, 227, 247, 267, 277 TG U2: 17, 67, 47, 87, 97, 117, 127, 177, 197, 227, 247, 267, 277 TG U3: 87, 97, 117, 127, 177, 197, 217, 227, 247, 267, 277 TG U4: 17, 24b, 27, 44b, 54b, 77, 94b, 104b, 117, 177, 187, 197, 204b, 227, 247, 254b, 274b, 277 TG U5: 17, 24b, 27, 44b, 54b, 74b, 77, 94b, 97, 104b, 167, 187, 204b, 217, 254b, 277 TG U6: 17, 24b, 27, 44b, 54b, 74b, 77, 87, 94b, 97, 104b, 117, 124b, 167, 177, 197, 204b, 217, 227, 247, 254b, 267, 274b			
RF.2.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG U3: 47, 187 TG U4: 47 TG U5: 47, 227 TG U6: 127			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	WRITING				
	Text Types and Purposes				
W.2.1	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., <i>because</i> , and, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.	TG U1: 18-20 TG U2: 198-200, 228-230, 168-170, 178-180, 218-220 TG U3: 99-100, 144 TG U5: 38-40, 48-50, 68-70, 98-100, 142-144 TG U6: 18-20, 38-40, 48-50, 58-60, 68-70			
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	TG U1: 170, 180, 190, 200, 210, 220, 230, 240, 250-252, 260-262, 270-271, 280-281, 286-288 TG U2: 286-288 TG U3: 18-20, 58-60, 108-110, 168-170, 248-250 TG U4: 168-170, 178-180, 218-220, 248-250, 258-260			
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100-101, 110-112, 120-122, 130-131, 140-141, 146-148 TG U2: 18-20, 48-50, 78-80, 108-110, 118-120 TG U3: 146-148 TG U4: 58-60, 68-70, 88-90, 98-100, 128-130, 130-132 TG U5: 188-190, 198-200, 208-210, 238-240, 268-270			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Production and Distribution of Writing				
W.2.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA	<p>TG U1: 58-60, 68-70, 98-100, 142-149, 238-240, 268-270, 282-289</p> <p>TG U2: 48-50, 58-60, 68-70, 78-80, 118-120, 142-149, 218-220, 228-230, 268-270, 278-280, 282-289</p> <p>TG U3: 18-20, 28-30, 38-40, 48-50, 118-120, 142-149, 168-170, 208-210, 248-250, 282-289</p> <p>TG U4: 58-60, 68-70, 78-80, 88-90, 108-110, 118-120, 142-149, 168-170, 248-250, 268-270, 282-289</p> <p>TG U5: 28-30, 38-40, 48-50, 68-70, 98-100, 108-110, 128-130, 142-149, 168-170, 178-180, 188-190, 208-210, 218-220, 228-230, 282-289</p> <p>TG U6: 18-20, 28-30, 48-50, 68-70, 78-80, 98-100, 108-110, 142-149, 208-210, 218-220, 248-250, 258-260, 282-289</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<p>TG U1: 118-120, 128-130, 143-145, 278-280</p> <p>TG U2: 98-100, 138-140, 145-146, 279-280, 285-287</p> <p>TG U3: 138-140, 198-200, 268-270</p> <p>TG U4: 128-129, 138-140, 278-280</p> <p>TG U5: 145-147, 285-287, 258-260, 278-280</p> <p>TG U6: 128-130, 145, 268-270, 278-280, 285</p>			
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<p>TG U1: 20, 40, 70, 90, 110, 130, 140, 180, 200, 220, 240, 250, 260, 270</p> <p>TG U2: 20, 40, 60, 70, 90, 130, 144, 190, 210, 240, 260, 270, 280, 282, 284</p> <p>TG U3: 30, 50, 70, 90, 140, 144, 210, 230, 240, 250, 257, 260, 270, 282, 284</p> <p>TG U4: 40, 50, 80, 100, 120, 140, 142, 170, 190, 210, 230, 240, 257, 282, 284</p> <p>TG U5: 30, 90, 100, 107, 257, 120, 140, 142, 144, 170, 180, 210, 230, 282, 284</p> <p>TG U6: 20, 40, 70, 80, 107, 120, 140, 144, 200, 220, 240, 257, 260, 284, 288</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Research to Build and Present Knowledge				
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	TG U1: 18-20, 48-49, 58-60 TG U2: 18-20, 38-40, 68-70, 198-200, 238-240 TG U3: 118-120, 128-130, 258-260 TG U4: 98-100, 198-200, 228-230, 238-240, 268-270 TG U5: 98-100, 108-110, 118-120 TG U6: 38-40, 68-70, 88-90, 98-100, 208-210			
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	TG U1: 250-251, 260-261 TG U2: 109-111 TG U3: 58-60, 88-90, 218-220 TG U4: 238-240, 284-285 TG U5: 70-72 TG U6: 248-250			
W.2.9	(Begins in grade 4)	Not applicable according to California Common Core State Standards for English Language Arts			

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			Y	N	
	Range of Writing				
W.2.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA	TG U1: 118-120, 142-149, 248-250, 258-260, 278-280, 282-289 TG U2: 98-100, 138-140, 142-149, 228-230, 282-289 TG U3: 58-60, 68-70, 78-80, 118-120, 138-140, 142-149, 268-270, 282-289 TG U4: 128-130, 142-149, 188-190, 238-240, 278-280, 282-289 TG U5: 128-130, 142-149, 258-260, 278-280, 282-289 TG U6: 98-100, 128-130, 142-149, 268-270, 278-280, 282-289			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	SPEAKING AND LISTENING				
	Comprehension and Collaboration				
SL.2.1a	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. 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).	TG U1: 12, 42, 52, 62, 82, 92, 102, 122, 162, 172, 192, 202, 232, 242, 252 TG U2: 102, 132 TG U3: 92, 122, 164, 214, 222 TG U4: 62, 92, 172, 182, 192, 202, 222, 234, 262, 272 TG U5: 14, 84, 92, 104, 162, 202 TG U6: 42, 52, 172, 252			
SL.2.1b	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.	TG U1: 12, 32, 52, 62, 72, 82, 92, 102, 112, 172, 232, 242, 252, 262 TG U2: 42, 62, 72, 82, 102, 132, 162, 172, 192, 212, 222, 242, 252, 262, 272 TG U3: 22, 32, 62, 92, 112, 122, 172, 212, 222, 232, 242, 252, 262, 272 TG U4: 32, 62, 92, 172, 182, 192, 202, 212, 222, 242, 262, 272 TG U5: 74, 14, 22, 32, 84, 92, 102, 112, 162, 202 TG U6: 52, 62, 72, 82, 122, 172, 192, 204, 254, 262, 272			
SL.2.1c	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.	TG U2: 144 TG U3: 218-220 TG U6: 62			

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			Y	N	
SL.2.2a	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Give and follow three- and four-step oral directions. CA</p>	<p>TG U1: 22, 42, 62, 72, 82, 122, 132, 162, 172, 182, 192, 212, 222, 232, 262</p> <p>TG U2: 54, 72, 103, 144, 222, 284</p> <p>TG U3: 84, 104, 114, 134, 234, 254, 264, 284</p> <p>TG U4: 32, 62, 72, 144, 242, 262, 284</p> <p>TG U5: 82, 144, 212, 222, 242, 252, 262, 272, 284</p> <p>TG U6: 32, 102, 112, 122, 132, 144, 162, 242, 262, 272, 284</p>			
SL.2.3	<p>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.</p>	<p>TG U1: 148, 288</p> <p>TG U2: 288</p> <p>TG U3: 288</p> <p>TG U4: 220, 230</p> <p>TG U5: 230</p> <p>TG U6: 230</p>			
	Presentation of Knowledge and Ideas				
SL.2.4a	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA</p>	<p>TG U1: 20, 30, 50, 70, 80, 90, 100, 140, 148</p> <p>TG U2: 40, 60, 70, 80, 110, 120, 130, 140, 148</p> <p>TG U3: 50, 110</p> <p>TG U4: 40, 60, 70, 80, 110, 120, 130, 140, 148</p> <p>TG U5: 190, 200, 210, 220, 250, 260, 270, 288</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
SL.2.5	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.	TG U1: 26-27, 29, 40, 60, 67, 85, 144, 146, 284 TG U2: 32, 227, 232 TG U3: 117 TG U4: 40, 140, 284 TG U5: 117, 182, 232, 288 TG U6: 32, 92, 182, 232			
SL.2.6	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.)	TG U1: 14-16, 23-24, 34, 54, 63, 74, 104, 124, 132, 164, 212, 214, 223, 264, 274 TG U2: 13, 33, 43, 53, 83, 183, 203, 213, 223, 243, 253, 273 TG U3: 103, 163, 193, 233, 243, 273 TG U4: 33, 43, 111, 113, 133, 233, 263 TG U5: 43, 91, 93, 241 TG U6: 139, 203			
	LANGUAGE				
	Conventions of Standard English				
L.2.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., <i>group</i>).	TG U1: 60-61 TG U4: 60-61			
L.2.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	TG U1: 50-51 TG U3: FS2, FS3 TG U4: 50-51			
L.2.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	TG U1: 140-141 TG U4: 140-141			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
L.2.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	TG U1: 90-91, 100-101, 110-111 TG U2: 111 TG U4: 90-91, 100-101, 110-111			
L.2.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.	TG U1: 170-171, 180-181, 190-191, 200-201, 210-211, 220-221, 230-231, 240-241, 250-251, 260-261 TG U2: 80-81, 90-91 TG U3: 70-71, 90-91, 100-101, 110-111, 120-121, 130-131, 140-141, 230-231, 260-261 TG U4: 170-171, 180-181, 190-191, 200-201, 210-211, 220-221, 230-231, 240-241 TG U5: 80-81, 90-91 TG U6: 120-121, 140-141			
L.2.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	TG U1: 80-81 TG U2: 70-71, 120-121, 130-131, 140-141, 270-271, 280-281 TG U3: 120-121, 130-131, 140-141 TG U5: 80-81, 90-91, 100-101, 110-111, 120-121, 130-131, 140-141, 260-261, 270-271, 280-281			
L.2.1g	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Create readable documents with legible print. CA	TG U5: 50 TG U1-U6: TR55-TR56			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
L.2.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names.	TG U3: 20-21, 30-31, 40-41, 50-51, 60-61 TG U4: 30-31			
L.2.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in greetings and closings of letters.	TG U2: 230-231, 240-241, 250-251 TG U3: 239 TG U5: 59 TG U6: 264a-264b			
L.2.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an apostrophe to form contractions and frequently occurring possessives.	TG U1: 23, 53, 270-271, 280-282 TG U2: 164a-164b, 174b, 184a-184b, 194b, 204a-204b, 20-21, 30-31, 40-41 TG U4: 260-261, 270-271, 280-281 TG U5: 40-41 TG U6: 103			
L.2.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	TG U1: 214a-214b, 234a-234b, 254a, 264a-264b TG U3: 14a-14b, 34a-34b, 54a, 274b, FS18, FS19, FS20, FS21 TG U4: 114a-114b, 134a-134b, 274b, FS18, FS19, FS20, FS21 TG U5: 114a-114b, 124a-124b, 134a-134b, 139, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25 TG U6: 20-21, 30-31, 40-41, 50-51, 60-61, 64a-64b, 74b, 84a-84b, 94b, 104a-104b, 214a-214b, 234a-234b, 254a, FS2, FS3, FS4, FS5			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
L.2.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TG U1: 129 TG U2: 100 TG U3: 139 TG U4: 139, 278 TG U5: 138-140 TG U6: 139, 164b, 184b, 204a, 278-280, 281, FS14			
	Knowledge of Language				
L.2.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.	TG U2: 223 TG U3: 240, 241, 250, 251, 270, 271, 279, 280, 281 TG U4: 257			
	Vocabulary Acquisitions and Use				
L.2.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.	TG U1: 13, 65, 93, 113, 123, 214, 216 TG U2: 103, 225 TG U3: 187 TG U4: 47, 93, 194, 196, 197, 233 TG U5: 54, 56, 57 TG U6: 23, 115, 193, 217			
L.2.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	TG U2: 213 TG U4: 133 TG U5: 133, 164a-164b, 184a-184b, 204a, FS14, FS15, FS16, FS17 TG U6: 90-91, 100-101, 250-251, 264a-264b, FS22, FS23, FS24, FS25			

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			Y	N	
L.2.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	TG U1: 216 TG U4: 213 TG U6: 110-111, 220-221, 230-231, 240-241			
L.2.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	TG U3: 264a-264b, 274b, FS22, FS23, FS24, FS25 TG U4: 14a-14b, 24b, 34a-34b, 44b, 54a-54b, 203, 213, FS2, FS3, FS4, FS5 TG U5: 23, 95 TG U6: 53, 70-71, 80-81, 133			
L.2.4e	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA	TG U1: 129, 216, 219, 224, 225, 226, 227 TG U2: 194, 195, 196, 204, 206, 213 TG U3: 73, 165, 195, 245 TG U4: 163, 166, 167, 179, 193, 194, 195, 196 TG U5: 24, 44, 54, 56, 57, 64, 74, 94, 114, 134, 174, 184, 264 TG U6: 24, 34, 63, 64, 124, 141, 164, 193, 194, 204, 214, 224, 244, 261, 271			
L.2.5a	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).	TG U1: 201 TG U6: 121, 171, 181, 191, 201			

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			Y	N	
L.2.5b	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	TG U1: 39 TG U2: 103 TG U6: 33, 120-121, 130-131, 140-141			
L.2.6	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., <i>When other kids are happy that makes me happy</i>).	TG U1: 14, 24, 34, 44, 54, 94, 164, 174, 194, 204, 220, 230, 234 TG U2: 14, 24, 34, 44, 54, 64, 94, 134, 164, 174, 184, 224, 234, 244, 254 TG U3: 14, 24, 34, 44, 54, 64, 94, 104, 114, 124, 184, 244 TG U4: 14, 24, 34, 44, 64, 74, 84, 94, 104, 124, 134, 214, 244, 254, 274 TG U5: 14, 44, 54, 64, 84, 104, 124, 164, 184, 204, 224, 244, 264, 274 TG U6: 14, 24, 44, 54, 104, 114, 124, 164, 184, 194, 234, 244, 254, 264, 274			
Appendix					