

Correlations of



To the **Common Core State Standards for English Language Arts Grade 2**

**A Correlation of ReadyGEN and ReadyUp!
to the
Common Core State Standards for English Language Arts, Grade 2**

Introduction

This document demonstrates how the **ReadyGEN** program and **ReadyUp!** meet the Common Core State Standards for English Language Arts. Correlation page references are to the Unit Module Teacher’s Guides and are cited by grade, unit and page references. Also included are digital citations for both ReadyGEN and ReadyUp!

ReadyGEN is a K-6 comprehensive 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

- The only elementary literacy program that puts a library of 12 authentic trade books in the hands of every child
- Cohesive text sets that provide a springboard into the exploration of language, literacy, and collaboration
- Digital access to every trade book to shift students’ behavior from passive to active learning

Supportive, Flexible, and Customizable

- Foundational skills instruction and practice built into every lesson
- An Interactive Teacher’s Guide for point-of-use access to close reading support, note-sharing, and modeling videos
- A variety of scaffolding strategies promoting instructional equity and access to rigorous text for all students
- Meaningful Center Activities aligned to ReadyGEN texts, writing modes, and Enduring Understandings
- Ability to rearrange content, add links and information, upload resources, and build your own tests for a personalized experience
- Professional development for customization and instructional support

Assessment for Responsive Teaching

- Various assessment opportunities for you to use with students to monitor their progress toward college and career readiness
- Baseline Assessments
- Formative checkpoints throughout instruction
- Performance-Based Assessments at the end of every module
- Access to technology-enhanced items
- Summative, End-of-Unit assessments

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Reading Standards for Literature		
Key Ideas and Details		
<p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>TG U1: 13-14, 36-37, 83-84, 92-94, 97, 103-105, 113-114, 122-123, 136-137, 182-183, 236-237, 242-243, 247 TG U2: 12-13, 23, 52-54, 56-57, 222-224, 232-233, 252-253 TG U3: 82-84, 222-223, 242 TG U4: 93, 103, 113, 123 TG U5: 232, 233, 242, 243, 252, 253 TG U6: 76, 103</p> <p>Digital Resources: SavvasRealize.com> Independent Reading Activities>Literary Text >Units 1, 2, 3, 5>Module A & B>Selection Tests >Units 4, 6>Module A>Selection Tests</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 19 Ask and Answer Questions About a Text, T121–T126, T147–T148</p> <p>Student Pages: S123–S126</p>
<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>TG U2: 92-94, 96-97, 274, 275-277 TG U3: 226-227 TG U4: 72-74, 75-77, 84, 85-87 TG U5: 252-254, 255-257 TG U6: 112-114, 116-117</p> <p>Digital Resources: SavvasRealize.com> Independent Reading Activities>Literary Text>Central Message >Unit 2>Module A & B>Selection Tests >Unit 3>Module B>Selection Tests Units 4, 6>Module A>Selection Tests >Unit 5>Module 5>Selection Tests Units 2-5>Scaffolded Strategies Handbook</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 20 Recount Stories, T127–T132, T147–T148</p> <p>Student Pages: S129–S132</p>

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<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>TG U1: 12-14, 42-43, 63, 86-87, 122-123, 126-127, 236-237 TG U2: 32-34, 37, 52-54, 56-57, 82-83, 86-87 TG U3: 242-244 TG U4: 22-24, 25-27, 32-33, 42-44, 45-47, 94, 95-97 TG U5: 222-224, 225-227, 242-243 TG U6: 72-74, 75-77</p> <p>Digital Resources: SavvasRealize.com> Independent Reading Activities>Literary Text>Character >Independent Reading Activities>Literary Text>Story Structure SavvasRealize.com>Independent Reading Activities>Literary Text>Central Message >Units 1-6>Module A & B>Selection Tests >Units 1, 2, 4, 6>Module A>Scaffolded Strategies Handbook >Units 3, 5>Module B>Scaffolded Strategies Handbook</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 21 Describe Characters, T135–T140, T147–T148 Lesson 24 Compare Characters’ Point of View, T155–T160, T161–T162</p> <p>Student Pages: S137–S140, S157–S160</p>

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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.	<p>TG U1: 14, 32-33, 43, 112-114, 115-117, 163 TG U2: 32, 62-63, 232 TG U3: 72-74, 76-77, 262-264, 266-267 TG U4: 252-254, 255-257 TG U5: 112-114, 115-117 TG U6: 82-84, 85-87, 92</p> <p>Digital Resources: SavvasRealize.com>Units 1-3, 5-6>Module A>Selection Tests</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 22 Describe the Meaning of Words and Phrases, T141–T146, T147–T148</p> <p>Student Pages: S143–S146</p>
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<p>TG U1: 22-24, 25-27, 44-46, 132-133, 232-234, 237 TG U2: 14-16, 42-44, 46-47, 64, 66-67, 72-73, 74, 75-77 TG U3: 222-224, 226-227, 264, 265-267 TG U4: 102-104, 105-107, 132-134 TG U5: 244, 246-247 TG U6: 102-104, 105-107</p> <p>Digital Resources: SavvasRealize.com>Units 1–2, 4, 6>Module A>Selection Tests >Units 3, 5>Module B>Selection Tests >Independent Reading Activities>Literary Text</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 19 Ask and Answer Questions About a Text, T121–T126, T147–T148 Lesson 23 Learn Story Structure, T149–T154, T161–T162</p> <p>Student Pages: S123–S126, S151–S154</p>

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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.	<p>TG U1: 52-54, 72-74, 124, 125, 137 TG U2: 122-124, 126-127, 252-254, 256-257 TG U3: 112-114, 116-117, 242-244, 246-247 TG U4: 12-14, 15-17, 34, 82-84, 87 TG U5: 222-224, 225-227, 234 TG U6: 72-74, 75-77</p> <p>Digital Resources: SavvasRealize.com> Independent Reading Activities>Literary Text>Character >Independent Reading Activities>Literary Text>Story Structure</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 21 Describe Characters, T135–T140, T147–T148 Lesson 24 Compare Characters’ Point of View, T155–T160, T161–T162</p> <p>Student Pages: S137–S140, S157–S160</p>
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.	<p>TG U1: 32-34, 36-37, 62-64, 66-67, 82-84, 96-97, 104, 105-107 TG U2: 22-24, 26-27, 84, 85, 102-104, 106-107, 114, 116-117 TG U3: 252-254, 256-257 TG U4: 116, 126 TG U5: 247, 274, 275-277 TG U6: 92-94, 95-97</p> <p>Digital Resources: SavvasRealize.com> Independent Reading Activities>Literary Text</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 25 Use Information from Illustrations, T163–T168, T175–T176</p> <p>Student Pages: S165–S168</p>
RL.2.8 (Not applicable to literature)	Not applicable according to Common Core State Standards for English Language Arts	Not applicable according to Common Core State Standards for English Language Arts

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<p>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.</p>	<p>For supporting content please see: TG U4: 112-114, 115-117 TG U5: 272, 273</p> <p>Digital Resources: SavvasRealize.com> Independent Reading Activities>Literary Text>Character</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 26 Compare and Contrast Two Versions of a Story, T169–T174, T175–T176</p> <p>Student Pages: S171–S174</p>
Range of Reading and Level of Text Complexity		
<p>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.</p>	<p>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: 35, 45, 55, 65, 75, 85, 95, 125, 135 TG U5: 115, 225, 235, 245, 255, 265, 275 TG U6: 75, 85, 95, 105, 115</p> <p>Digital Resources: SavvasRealize.com Units 1-6>Level eText Library >Teacher Resources>Printable Resources>Printable Decodable eReaders >Teacher Resources>Printable Resources>Printable Leveled eReaders</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 13 Make and Confirm Predictions, T91–T94, T95–T96 Lesson 19 Ask and Answer Questions About a Text, T121–T126, T133–T134</p> <p>Student Pages: S91–S94, S123–S126</p>

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Reading Standards for Informational Texts		
Key Ideas and Details		
<p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why</i>, and how to demonstrate understanding of key details in a text.</p>	<p>TG U1: 36-37, 136-137, 182-184, 186-187, 212-213, 222-223, 272-274 TG U2: 192-193, 204, 206-207 TG U3: 22-24, 26-27, 52-54, 55-57, 192-194, 214, 216-217 TG U4: 172-173, 234, 236-237 TG U5: 24, 25-27, 182-183, 236-237 TG U6: 52-54, 55-57</p> <p>Digital Resources: SavvasRealize.com> Independent Reading Activities> Informational Text>Main Idea and Details >Independent Reading Activities>Informational Text>Ask and Answer Questions >Units 2, 4>Module B>Selection Tests >Units 1, 5>Modules A & B>Selection Tests >Unit 6>Module A>Selection Tests >Units 1-6>Module A>Scaffolded Strategies Handbook</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 27 Identify Main Ideas, T177–T182, T189–T190 Lesson 28 Describe Relationships Between Ideas, T183–T188, T189–T190</p> <p>Student Pages: S179–S182</p>

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<p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>TG U1: 162-163, 172-174, 176-177 TG U2: 172-174 TG U3: 162-164, 165-167 TG U4: 162-163, 174, 175-177, 212-214, 216-217 TG U5: 12-14, 15-17, 132-134 TG U6: 12-14, 15-17, 172-174, 175-177</p> <p>Digital Resources: SavvasRealize.com> Independent Reading Activities>Informational Text>Main Idea and Details >Units 1-6>Module B>Selection Tests >Units 1-6>Module B>Scaffolded Strategies Handbook</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 27 Identify Main Ideas, T177–T182, T189–T190 Lesson 28 Describe Relationships Between Ideas, T183–T188, T189–T190</p> <p>Student Pages: S179–S182</p>

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<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>TG U1: 192-194 TG U2: 214, 216-217 TG U3: 42-44, 46-47, 102-104, 105-107, 172-174, 175-177 TG U4: 202-204, 206-207, 232-233, 262-264, 265-267 TG U5: 172-174, 175-177, 202-204, 206-207 TG U6: 32-33, 122-124, 125-127, 192-194, 195-197, 254, 255-257, 274, 275-277</p> <p>Digital Resources: SavvasRealize.com> Independent Reading Activities>Informational Text>Make Connections >Units 1-6>Module B>Selection Tests >Unit 3, 6>Module A>Selection Tests >Units 1-6>Module B>Scaffolded Strategies Handbook>Unit 3, 6>Module A>Scaffolded Strategies Handbook</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 28 Describe Relationships Between Ideas, T183–T188, T189–T190</p> <p>Student Pages: S179–S188</p>
Craft and Structure		
<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>TG U1: 93, 103, 113, 212-214, 215-217, 224, 225-227, 274, 276-277 TG U2: 194, 195-197 TG U3: 195, 245 TG U4: 192-194, 195-197 TG U5: 54, 55-57 TG U6: 34</p> <p>Digital Resources: SavvasRealize.com>Unit 1-4>Module B>Selection Tests >Units 5-6>Module A>Selection Tests >Units 1-6>Module B>Scaffolded Strategies Handbook</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 29 Understand Academic and Domain-Specific Words, T191–T196, T203–T204</p> <p>Student Pages: S193–S196</p>

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<p>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.</p>	<p>TG U1: 162-164, 166-167, 192-193, 202-204, 206-207, 223-224, 226-227 TG U2: 182-184, 186-187, 202-203, 205-206, 212-213 TG U3: 12-14, 15-17, 28-30, 32-34, 38-40, 62-64, 65-67 TG U4: 164, 165-167 TG U5: 72-74, 75-77, 82, 84, 86-87, 162-164, 165-167 TG U6: 22-24, 25-27, 212-214, 215-217</p> <p>Digital Resources: SavvasRealize.com> Independent Reading Activities>Informational Text>Text Features >Units 1-2, 4-6>Module B>Scaffolded Strategies >Unit 3>Module A>Scaffolded Strategies</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 30 Use Text Features, T197–T202, T203–T204</p> <p>Student Pages: S199–S202</p>
<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>TG U1: 182-184, 186-187, 192-193, 202-203, 252-254, 256-257 TG U2: 162-164, 166-167 TG U3: 18-20, 132-134, 137, 194, 195-197 TG U5: 22-24, 25-27, 32-34, 52-54, 102-104, 105-107, 264, 265-267 TG U6: 62-64, 66-67, 132-134, 135, 162-164, 165-167, 222-224, 225-227</p> <p>Digital Resources: SavvasRealize.com> Independent Reading Activities>Informational Text</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 31 Identify Main Purpose, T205–T210, T217–T218</p> <p>Student Pages: S207–S210</p>

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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.	<p>TG U1: 163-164, 165-167, 177, 187, 202-204, 206-207, 217, 227, 264, 265-267 TG U2: 182-184, 186-187 TG U3: 182-184, 185-187 TG U4: 184, 185-187, 222-224, 225-227, 244, 245-247 TG U5: 212-214, 215-217 TG U6: 42-44, 45-47</p> <p>Digital Resources: SavvasRealize.com> Independent Reading Activities>Informational Text</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 32 Examine Images in a Text, T211–T216, T217–T218</p> <p>Student Pages: S213–S216</p>
RI.2.8 Describe how reasons support specific points the author makes in a text.	<p>TG U1: 236-237 TG U2: 173, 174, 182-183, 192-193 TG U3: 204, 205-207 TG U4: 182-183, 242-243 TG U5: 42-44, 45-47, 62-64, 65-67, 92-94, 96-97 TG U6: 182-183, 232-234, 236</p> <p>Digital Resources: SavvasRealize.com>Units 1-2, 4-6> Module B>Scaffolded Strategies >Unit 5>Module A>Scaffolded Strategies</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 33 Describe Points and Supporting Reasons, T219–T224, T231–T232</p> <p>Student Pages: S221–S224</p>

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<p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>TG U1: 262-264, 266-267 TG U2: 262-264, 272-274 TG U3: 37, 122-124, 126-127 TG U4: 272-274, 275-277 TG U5: 122-124, 125-127, 134, 262-263 TG U6: 262-264, 265-267, 272-274, 275-277</p> <p>Digital Resources: SavvasRealize.com> Independent Reading Activities>Informational Text >Units 1, 2, 4-6>Module B>Selection Tests >Units 3, 5>Module A>Selection Tests >Units 3, 5>Module A>Scaffolded Strategies Handbook >Units 4, 6>Module A>Scaffolded Strategies Handbook</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 34 Compare Two Texts, T225–T230, T231–T232</p> <p>Student Pages: S227–S230</p>

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Range of Reading and Level of Text Complexity		
<p>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.</p>	<p>TG U1: 165, 185, 195, 205, 235, 265 TG U2: 165, 175, 185, 195, 205, 215, 265 TG U3: 45, 55, 65, 75, 165, 175, 185, 195, 205, 215 TG U4: 165, 175, 185, 195, 205, 215, 225, 235, 245, 265, 275 TG U5: 75, 85, 95, 105, 125, 165, 175, 185, 195, 205, 275 TG U6: 15, 25, 35, 45, 55, 65, 125, 175, 185, 215, 255, 265</p> <p>Digital Resources: SavvasRealize.com Units 1-6>Level eText Library >Teacher Resources>Printable Resources>Printable Decodable eReaders >Teacher Resources>Printable Resources>Printable Leveled eReaders</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 27 Identify Main Ideas, T177–T182, T189–T190 Lesson 28 Describe Relationships Between Ideas, T183–T188, T189–T190</p> <p>Student Pages: S179–S182, S185-S188</p>

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Reading Standards for Foundational Skills		
Phonics and Word Recognition		
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<p>TG U1: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U2: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U3: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U4: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U5: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U6: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>Digital Resources: SavvasRealize.com>Units 1-6>Modules A & B>Foundational Skills Lessons</p>	<p>Teacher Pages and Checkpoint Assessments:</p> <p>Lesson 1 Distinguish Short and Long Vowels, T33–T36, T45–T46</p> <p>Lesson 2 More Vowel Teams I, T37–T40</p> <p>Lesson 3 More Vowel Teams 2, T41–T44</p> <p>Lesson 4 Vowel Patterns with /o, õ/, T47–T50, T59–T60</p> <p>Lesson 5 Vowel Patterns with /a w/, T51–T54</p> <p>Lesson 6 Vowel Diphthongs, T55–T58</p> <p>Student Pages: S33–S36, S37–S40, S41–S44, S47–S50, S51–S54, S55–S58</p>

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<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>TG U1: FS2, FS3, FS4, FS5, FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13 TG U3: FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13, FS14, FS15, FS16, FS17, FS18, FS19, FS20, FS21 TG U4: FS6, FS7, FS8, FS9 TG U6: 31</p> <p>Digital Resources: SavvasRealize.com>Units 1, 3, 4>Modules A & B>Foundational Skills Lessons</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 1 Distinguish Short and Long Vowels, T33–T36, T45–T46</p> <p>Student Pages: S33–S36</p>
<p>RF.2.3.b Know spelling sound correspondences for additional common vowel teams.</p>	<p>TG U3: FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13, FS14, FS15, FS16, FS17, FS18, FS19, FS20, FS21 TG U4: FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25 TG U5: FS6, FS7, FS8, FS9 TG U6: 30-31, 50-51, FS2, FS3, FS4, FS5</p> <p>Digital Resources: SavvasRealize.com>Units 4, 5, 6>Modules A & B>Foundational Skills Lessons</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 2 More Vowel Teams I, T37–T40, T45–T46 Lesson 3 More Vowel Teams 2, T41–T44 Lesson 4 Vowel Patterns with /o ò/, T47–T50, T59–T60 Lesson 5 Vowel Patterns with /a w/, T51–T54 Lesson 6 Vowel Diphthongs, T55–T58</p> <p>Student Pages: S37–S40, S41–S44, S47–S50, S51–S54, S55–S58</p>

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RF.2.3.c Decode regularly spelled two-syllable words with long vowels.	<p>TG U3: FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21 TG U4: FS7, FS9 TG U5: FS3, FS5 TG U6: FS15, FS17, FS19, FS21, FS23, FS25</p> <p>Digital Resources: SavvasRealize.com>Units 3-6>Modules A & B>Foundational Skills Lessons</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 8 Syllable Patterns: Long Vowels, T65–T68, T69–T70</p> <p>Student Pages: S65–S68</p>
RF.2.3.d Decode words with common prefixes and suffixes.	<p>TG U4: 133 TG U5: 173, 203, FS11, FS13, FS15, FS17 TG U6: FS19, FS21, FS23, FS25</p> <p>Digital Resources: SavvasRealize.com>Units 5-6>Modules A & B>Foundational Skills Lessons</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 9 Decode Words with Prefixes, T71–T74, T79–T80 Lesson 10 Decode Words with Suffixes, T75–T78</p> <p>Student Pages: S81–S84</p>
RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.	<p>TG U2: FS2, FS3, FS4, FS5 TG U4: FS22, FS23, FS24, FS25 TG U5: FS6, FS7, FS8, FS9, FS19, FS20, FS21, FS23, FS24, FS25 TG U6: FS2, FS3, FS4, FS5</p> <p>Digital Resources: SavvasRealize.com>Units 2, 5, 6 >Module A>Foundational Skills Lessons >Units 4, 5, 6>Module B>Foundational Skills Lessons</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 11 Inconsistent Spellings, T81–T84, T89–T90 Lesson 12 Irregular Spellings, T85–T88</p> <p>Student Pages: S81–S84, S85–S88</p>

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<p>RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.</p>	<p>TG U1: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U2: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U3: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U4: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U5: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U6: FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>Digital Resources: SavvasRealize.com>Units 1-6>Modules A & B>Foundational Skills Lessons</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 11 Inconsistent Spellings, T81–T84, T89–T90 Lesson 12 Irregular Spellings, T85–T88</p> <p>Student Pages: S81–S84, S85–S88</p>
Fluency		
<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>TG U1: 47, 67, 167, 217, 227, 277 TG U2: 17, 67, 177, 197, 267 TG U3: 17, 67, 117, 177, 197, 217 TG U4: 177, 247, 277 TG U5: 97, 187, 197 TG U6: 87, 177, 217, 247</p> <p>Digital Resources: SavvasRealize.com> Units 1-6>Level eText Library >Teacher Resources>Printable Resources>Printable Decodable eReaders</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 14 Read Accurately with Appropriate Rate, T97–T100, T109–T110 Lesson 15 Use Punctuation Cues for Appropriate Phrasing, T101–T104</p> <p>Student Pages: S97–S100, S101–S104</p>

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<p>RF.2.4.a Read grade-level text with purpose and understanding.</p>	<p>TG U1: 12, 32, 52, 72, 92, 112, 132, 172, 192, 212, 232, 272 TG U2: 42, 62, 82, 102, 162, 182, 195, 202, 215, 222, 252, 272 TG U3: 12, 25, 27, 32, 45, 72, 162, 167, 182, 202, 272, 275 TG U4: 22, 42, 62, 65, 82, 112, 127, 162, 182, 195, 202, 205, 215, 222, 242 TG U5: 12, 72, 85, 92, 112, 127, 162, 192, 222, 225, 247 TG U6: 22, 47, 62, 72, 75, 85, 92, 112, 172, 192, 212, 232, 252, 277</p> <p>Digital Resources: SavvasRealize.com> Units 1-6>Level eText Library >Teacher Resources>Printable Resources> Printable Decodable eReaders >Teacher Resources>Printable Resources> Printable Leveled eReaders</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 13 Make and Confirm Predictions, T91–T94, T95–T96 Lesson 16 Read with Appropriate Expression, T105–T108, T109–T110</p> <p>Student Pages: S91–S94, S105–S108</p>

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<p>RF.2.4.b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>TG U1: 17, 27, 47, 67, 87, 97, 127, 167, 187, 217, 227, 247, 267, 277 TG U2: 17, 47, 67, 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: 27, 77, 87, 117, 177, 197, 197, 247, 277 TG U5: 27, 77, 87, 97, 167, 177, 187, 197, 217, 277 TG U6: 17, 27, 77, 97, 117, 177, 167, 197, 217, 227, 247, 267</p> <p>Digital Resources: SavvasRealize.com>Units 1-6>Level eText Library >Teacher Resources>Printable Resources>Printable Decodable eReaders</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 14 Read Accurately with Appropriate Rate, T97–T100, T109–T110 Lesson 15 Use Punctuation Cues for Appropriate Phrasing, T101–T104 Lesson 16 Read with Appropriate Expression, T105–T108</p> <p>Student Pages: S97–S100, S101–S104, S105–S108</p>
<p>RF.2.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TG U1: 13, 65, 113, 123 TG U2: 267 TG U3: 47, 187 TG U4: 47 TG U5: 47, 227 TG U6: 127</p> <p>Digital Resources: SavvasRealize.com>Units 1-6>Module A>Scaffolded Strategies Handbook SavvasRealize.com>Units 2, 3, 5>Module B>Scaffolded Strategies Handbook</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 17 Use Context Clues: Synonyms and Antonyms, T111–T114, T119–T120</p> <p>Student Pages: S111–S114</p>

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Common Core State Standards for English Language Arts, Grade 2	ReadyGEN Grade 2	Ready Up! Grade 2
Writing Standards		
Text Types and Purposes		
<p>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, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>TG U2: 168-170, 178-180, 198-200, 218-220, 228-230 TG U5: 38-40, 48-50, 68-70, 98-100, 142-149 TG U6: 18-20, 38-40, 48-50, 58-60, 68-70</p> <p>Digital Resources: SavvasRealize.com> Unit 2>Module B>Performance-Based Assessment>Opinion Task >Unit 5>Module A>Performance-Based Assessment>Opinion Task >Unit 6>Module A & B>Performance-Based Assessment>Opinion Task</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 36 Collaborate on Planning and Developing Writing, T237–T240, T253–T254 Lesson 37 Gather Information on a Topic, T241–T244 Lesson 38 Revise and Focus Paragraphs, T245–T248</p> <p>Student Pages: S237–S240, S241–S244, S245–S248</p>

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<p>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.</p>	<p>TG U1: 168-170, 178-180, 188-190, 198-200, 208-210, 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290 TG U3: 18-20, 58-60, 108-110, 168-170, 248-250 TG U4: 168-170, 178-180, 218-220, 248-250, 258-260</p> <p>Digital Resources: SavvasRealize.com> Unit 1>Module B>Performance-Based Assessment>Informative/Explanatory Task Unit 3>Module A>Performance-Based Assessment>Informative Task Unit 3>Module B>Performance-Based Assessment> Informative/Explanatory Task Unit 4>Module B>Performance-Based Assessment> Informative/Explanatory Task</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 36 Collaborate on Planning and Developing Writing, T237–T240, T253–T254 Lesson 37 Gather Information on a Topic, T241–T244 Lesson 38 Revise and Focus Paragraphs, T245–T248</p> <p>Student Pages: S237–S240, S241–S244, S245–S248</p>

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<p>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.</p>	<p>TG U1: 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 118-120, 128-130, 138-140 TG U2: 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 108-110, 118-120 TG U4: 58-60, 68-70, 88-90, 98-100, 128-130 TG U5: 188-190, 198-200, 208-210, 238-240, 268-270</p> <p>Digital Resources: SavvasRealize.com>Unit 1>Module A>Performance-Based Assessment>Narrative Task >Unit 2>Module A>Performance-Based Assessment>Narrative Task >Unit 4>Module A>Performance-Based Assessment>Narrative Text >Unit 5>Module B>Performance-Based Assessment>Narrative Task</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 36 Collaborate on Planning and Developing Writing, T237–T240, T253–T254 Lesson 37 Gather Information on a Topic, T241–T244 Lesson 38 Revise and Focus Paragraphs, T245–T248</p> <p>Student Pages: S237–S240, S241–S244, S245–S248</p>
Production and Distribution of Writing		
<p>W.2.4 (Begins in Grade 3)</p>	<p>Not applicable according to Common Core State Standards for English Language Arts</p>	<p>Not applicable according to Common Core State Standards for English Language Arts</p>

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<p>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>	<p>TG U1: 118-120, 128-130, 145, 278-280, 285 TG U2: 98-100, 138-140, 145, 228-230, 278-280, 285 TG U3: 138-140, 145, 198-200, 268-270, 285 TG U4: 138-140, 145, 278-280, 285 TG U5: 145, 258-260, 278-280, 285 TG U6: 128-130, 138-140, 145, 268-270, 278-280, 285</p> <p>Digital Resources: SavvasRealize.com>Units 1-6>Module A & B>Performance-Based Assessment</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 35 Write Clear Sentences, T233–T236, T253–T254 Lesson 36 Collaborate on Planning and Developing Writing, T237–T240 Lesson 38 Revise and Focus Paragraphs, T245–T248 Lesson 39 Edit and Publish Writing, T249–T252</p> <p>Student Pages: S233–S236, S237–S240, S245–S248, S249–S252</p>
<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>	<p>TG U1: 20, 40, 70, 90, 110, 130, 140, 180, 200, 220, 240, 250, 260, 270 TG U2: 20, 40, 60, 70, 90, 130, 190, 210, 240, 260, 270, 280 TG U3: 30, 50, 70, 90, 140, 144, 210, 230, 240, 250, 257, 260, 270, 284 TG U4: 40, 50, 80, 100, 120, 140, 144, 170, 190, 210, 230, 240, 257, 284 TG U5: 30, 90, 100, 107, 120, 140, 144, 170, 180, 210, 230, 257, 284 TG U6: 20, 40, 70, 80, 107, 120, 140, 144, 200, 220, 240, 257, 260, 284, 288</p> <p>Digital Resources: SavvasRealize.com>Units 1-6>Module A & B>Performance-Based Assessment</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 37 Gather Information on a Topic, T241–T244</p> <p>Student Pages: S241–S244</p>

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Common Core State Standards for English Language Arts, Grade 2	ReadyGEN Grade 2	Ready Up! Grade 2
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: 248-250 TG U3: 118-120, 128-130, 258-260 TG U4: 188-190, 238-240 Digital Resources: SavvasRealize.com>Unit 1, 3, 5>Module B>Performance-Based Assessment>Informative/Explanatory Task Unit 3>Module A>Performance-Based Assessment>Informative Task	Teacher Pages and Checkpoint Assessments: Lesson 36 Collaborate on Planning and Developing Writing, T237–T240, T253–T254 Lesson 37 Gather Information on a Topic, T241–T244 Student Pages: S237–S240, S241–S244
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	TG U1: 248-250, 258-260 TG U2: 108-110 TG U3: 58-60, 88-90, 218-220 TG U4: 238-240, 282-289 TG U5: 70 TG U6: 248-250 Digital Resources: SavvasRealize.com>Units 1, 3, 5>Module B>Performance-Based Assessment>Informative/Explanatory Task Unit 3>Module A>Performance-Based Assessment>Informative Task	Teacher Pages and Checkpoint Assessments: Lesson 36 Collaborate on Planning and Developing Writing, T237–T240, T253–T254 Lesson 37 Gather Information on a Topic, T241–T244 Student Pages: S237–S240, S241–S244
W.2.9 (Begins in Grade 4)	Not applicable according to Common Core State Standards for English Language Arts	Not applicable according to Common Core State Standards for English Language Arts
Range of Writing		
W.2.10 (Begins in Grade 4)	Not applicable according to Common Core State Standards for English Language Arts	Not applicable according to Common Core State Standards for English Language Arts

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Speaking and Listening Standards		
Comprehension and Collaboration		
SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	<p>TG U1: 14, 34, 54, 64, 84, 114, 134, 184, 214, 224, 234, 244, 254, 264, 274</p> <p>TG U2: 42, 82, 162, 172, 182, 192, 194, 202, 204, 212, 214, 252, 262, 272</p> <p>TG U3: 12, 62, 122, 162, 192, 222, 242, 252, 262, 272</p> <p>TG U4: 34, 42, 114, 122, 134, 192, 202, 212, 222</p> <p>TG U5: 12, 22, 32, 74, 102, 104, 164, 204, 214, 234, 262</p> <p>TG U6: 42, 52, 72, 82, 94, 184, 224, 262, 272</p> <p>Digital Resources: SavvasRealize.com>Teacher Resources>Printable Resources>Scaffolded Strategies Handbook>Listening and Speaking Routines</p>	ReadyUp! provides foundational skills to assist students with reading and writing. Therefore, these Speaking and Listening standards are outside the focus of this program.

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<p>SL.2.1.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).</p>	<p>TG U1: 12, 42, 52, 62, 82, 92, 102, 122, 162, 172, 192, 202, 232, 242, 252 TG U2: 42, 62, 102, 132, 162, 172, 182, 212, 252, 272 TG U3: 32, 52, 62, 92, 122, 164, 222, 232, 252, 272 TG U4: 62, 92, 172, 182, 192, 202, 222, 242, 262, 272 TG U5: 12, 82, 92, 104, 162, 202, 242, 252 TG U6: 32, 42, 52, 72, 82, 102, 112, 132, 162, 172, 242, 252, 262, 272</p> <p>Digital Resources: SavvasRealize.com>Teacher Resources>Printable Resources>Scaffolded Strategies Handbook>Listening and Speaking Routines</p>	
<p>SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>TG U5: 74 TG U6: 122</p>	
<p>SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>TG U2: 144, 162, 182, 232 TG U3: 26, 84, 86, 214, 216 TG U4: 173, 234 TG U5: 182 TG U6: 62</p> <p>Digital Resources: SavvasRealize.com>Teacher Resources>Printable Resources>Scaffolded Strategies Handbook>Listening and Speaking Routines</p>	

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<p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>TG U1: 22, 42, 62, 72, 82, 122, 132, 162, 172, 182, 192, 212, 222, 232, 262 TG U2: 54, 103, 164, 222, 236-237 TG U3: 54, 74, 84, 104, 114, 134, 234, 254, 264 TG U4: 64, 84, 94, 104, 114, 134, 214 TG U5: 204, 206, 242, 252, 260, 262, 270, 272 TG U6: 14, 74, 76, 93, 124, 223, 234</p> <p>Digital Resources: SavvasRealize.com>Teacher Resources>Printable Resources>Scaffolded Strategies Handbook>Listening and Speaking Routines</p>	
<p>SL.2.3 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.</p>	<p>TG U3: 218 TG U6: 260, 288</p>	

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Presentation of Knowledge and Ideas		
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<p>TG U1: 70, 80, 140 TG U2: 40, 60, 70, 80, 110, 120, 130, 140, 180, 190, 220, 240 TG U3: 20, 50, 110, 120, 140, 190, 230, 250, 260, 270 TG U4: 60, 80, 110, 120, 140, 148, 170, 180, 190, 220 TG U5: 30, 40, 50, 60, 80, 90, 100, 130, 148, 210, 220, 250, 260, 270, 288 TG U6: 20, 120, 240, 260, 280, 288</p> <p>Digital Resources: SavvasRealize.com>Teacher Resources>Printable Resources>Scaffolded Strategies Handbook>Listening and Speaking Routines</p>	
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.	<p>TG U1: 26-27, 29, 32, 40, 60, 85, 182 TG U2: 18-20, 28-30, 32, 78-80, 227, 232, 237 TG U3: 117, 190 TG U4: 40, 140, 284 TG U5: 117, 182, 232, 288 TG U6: 32, 50, 92, 182, 232</p> <p>Digital Resources: SavvasRealize.com>Teacher Resources>Printable Resources>Scaffolded Strategies Handbook>Listening and Speaking Routines</p>	

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<p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>TG U1: 13, 23, 53, 57, 93, 103, 233 TG U2: 13, 43, 53, 183, 203, 213, 223, 243, 253, 273 TG U3: 103, 163, 193, 233, 243, 273 TG U4: 33, 43, 113, 133, 233, 263 TG U5: 43, 91, 93, 241 TG U6: 203</p> <p>Digital Resources: SavvasRealize.com>Teacher Resources>Printable Resources> Scaffolded Strategies Handbook>Listening and Speaking Routines</p>	

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Language Standards		
Conventions of Standard English		
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>TG U1: 20-21, 40-41, 60-61, 80-81, 100-101, 120-121, 140-141, 170-171, 180-181, 200-201, 220-221, 230-231, 240-241, 250-251, 270-271</p> <p>TG U2: 20-21, 40-41, 60-61, 80-81, 100-101, 120-121, 140-141, 170-171</p> <p>TG U3: 30-31, 60-61, 70-71, 90-91, 110-111, 130-131, 170-171, 190-191, 210-211, 230-231, 240-241, 250-251, 260-261, 270-271, 280-281</p> <p>TG U4: 20-21, 30-31, 50-51, 70-71, 100-101, 120-121, 170-171, 190-191, 210-211, 220-221, 230-231, 240-241, 250-251, 270-271, 280-281</p> <p>TG U5: 40-41, 50-51, 80-81, 90-91, 110-111, 120-121, 140-141, 180-181, 200-201, 210-211, 220-221, 250-251, 260-261, 270-271, 280-281</p> <p>TG U6: 120-121, 130-131, 140-141, 260-261, 270-271, 280-281</p> <p>Digital Resources: SavvasRealize.com>Units 1-6>Modules A & B>Scaffolded Strategies Handbook >Teacher Resources>Grammar Jammers</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 35 Write Clear Sentences, T233–T236 Lesson 40 Understand Nouns, Verbs, and Agreement, T255–T258, T267–T268 Lesson 41 Use Contractions and Possessives, T259–T262</p> <p>Student Pages: S233–S236, S255–S258, S259–S262</p>

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<p>L.2.1.a Use collective nouns (e.g., <i>group</i>).</p>	<p>TG U1: 60-61 TG U4: 60-61</p> <p>Digital Resources: SavvasRealize.com>Units 1, 4>Module A>Scaffolded Strategies Handbook >Teacher Resources>Grammar Jammers</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 40 Understand Nouns, Verbs, and Agreement, T255–T256</p> <p>Student Pages: S255–S258</p>
<p>L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<p>TG U1: 50-51 TG U4: 50-51 TG U5: 31</p> <p>Digital Resources: SavvasRealize.com>Units 1, 4>Module A>Scaffolded Strategies Handbook >Teacher Resources>Grammar Jammers</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 40 Understand Nouns, Verbs, and Agreement, T255, T257</p> <p>Student Pages: S255, S257</p>
<p>L.2.1.c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p>TG U1: 140-141 TG U4: 140-141</p> <p>Digital Resources: SavvasRealize.com>Units 1, 4>Module A>Scaffolded Strategies Handbook >Teacher Resources>Grammar Jammers</p>	<p>ReadyUp! provides foundational skills to assist students with reading and writing. Therefore, this standard is outside the focus of this program.</p>

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<p>L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	<p>TG U1: 90-91, 100-101, 110-111 TG U2: 48-50, 108-111 TG U4: 90-91, 100-101, 110-111</p> <p>Digital Resources: SavvasRealize.com>Units 1, 2, 4>Module A>Scaffolded Strategies Handbook >Teacher Resources>Grammar Jammers</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 40 Understand Nouns, Verbs, and Agreement, T255, T258</p> <p>Student Pages: S255, S258</p>
<p>L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>TG U1: 120-121, 170-171, 180-181, 190-191, 200-201, 210-211, 220-221, 250-251, 260-261 TG U2: 80-81, 90-91 TG U3: 70-71, 90-91, 100-101, 110-111, 120-121, 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: 140-141</p> <p>Digital Resources: SavvasRealize.com>Units 1-6>Module A>Scaffolded Strategies Handbook >Units 1, 3, 4>Module B>Scaffolded Strategies Handbook >Teacher Resources>Grammar Jammers</p>	<p>Teacher Pages and Checkpoint Assessments: Build Vocabulary, T227</p>

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<p>L.2.1.f 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>).</p>	<p>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, 220-221 TG U5: 80-81, 90-91, 100-101, 110-111, 130-131, 260-261, 270-271, 280-281</p> <p>Digital Resources: SavvasRealize.com>Units 1-3, 5>Module A>Scaffolded Strategies Handbook >Units 2, 3, 5>Module B>Scaffolded Strategies Handbook >Teacher Resources>Grammar Jammers</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 35 Write Clear Sentences, T233–T236</p> <p>Student Pages: S233–S236</p>
<p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>TG U1: 30-31, 270-271, 280-281 TG U2: 20-21, 30-31, 40-41, 170-171, 180-181, 190-191, 200-201, 210-211, 220-221, 230-231, 240-241, 250-251, 260-261 TG U3: 20-21, 30-31, 40-41, 50-51, 60-61 TG U4: 20-21, 30-31, 260-261, 270-271, 280-281 TG U5: 139, 145, 279, 281, 285 TG U6: 20-21, 30-31, 40-41, 50-51, 60-61, 100, 138-139, 145, 278-280, 281, 285</p> <p>Digital Resources: SavvasRealize.com>Units 1-6>Modules A & B>Scaffolded Strategies Handbook >Teacher Resources>Grammar Jammers</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 11 Inconsistent Spellings, T81–T84, T89–T90 Lesson 12 Irregular Spellings, T85–T88 Lesson 39 Edit and Publish Writing, T249–T252</p> <p>Student Pages: S81–S84, S85–S88, S249–S252</p>

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<p>L.2.2.a Capitalize holidays, product names, and geographic names.</p>	<p>TG U1: 30-31, 128-130 TG U3: 20-21, 30-31, 40-41, 50-51, 60-61 TG U4: 30-31</p> <p>Digital Resources: SavvasRealize.com>Units 1-3>Module A>Scaffolded Strategies Handbook >Teacher Resources>Grammar Jammers</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 39 Edit and Publish Writing, T 249–T252</p> <p>Student Pages: S249–S252</p>
<p>L.2.2.b. Use commas in greetings and closings of letters.</p>	<p>TG U2: 230-231, 240-241, 250-251 TG U3: 239 TG U5: 59 TG U6: 200</p> <p>Digital Resources: SavvasRealize.com>Units 2, 3, 6>Modules B>Scaffolded Strategies Handbook >Teacher Resources>Grammar Jammers</p>	<p>For supporting content please see: Teacher Pages and Checkpoint Assessments: Lesson 15 Use Punctuation Cues for Appropriate Phrasing, T101–T104</p>

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<p>L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>TG U1: 23, 53, 270-271, 280-281 TG U2: 20-21, 30-31, 40-41 TG U4: 260-261, 270-271, 280-281 TG U5: 40-41 TG U6: 103</p> <p>Digital Resources: SavvasRealize.com>Units 1, 5-6>Modules A & B>Scaffolded Strategies Handbook >Unit 4>Module B>Scaffolded Strategies Handbook >Teacher Resources>Grammar Jammers</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 41 Use Contractions and Possessives, T259–T262</p> <p>Student Pages: S259–S262</p>
<p>L.2.2.d Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>	<p>TG U1: FS10, FS11, FS12, FS13 TG U2: FS10, FS11, FS12 TG U3: FS6, FS7, FS8, FS9, FS12, FS13, FS14, FS15, FS16, FS17, FS18, FS19, FS20, FS21 TG U4: FS6, FS7, FS8, FS9, FS18, FS19, FS20, FS21 TG U5: 139, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25 TG U6: 20-21, 30-31, 40-41, 50-51, 60-61, FS2, FS3, FS4, FS5</p> <p>Digital Resources: SavvasRealize.com>Teacher Resources>Spelling Lists >Units 1-6>Modules A & B> Foundational Skills Lessons</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 11 Inconsistent Spellings, T81–T84, T89–T90 Lesson 12 Irregular Spellings, T85–T88</p> <p>Student Pages: S81–S84, S85–S88</p>

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<p>L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>TG U1: 129-130, 216-217, 218-219, 227 TG U2: 100, 197 TG U3: 139 TG U4: 139, 278 TG U5: 138-140 TG U6: 139, 281, 278-280, FS14</p> <p>Digital Resources: SavvasRealize.com>Units 1-6>Modules A-B>Scaffolded Strategies Handbook</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 17 Use Context Clues: Synonyms and Antonyms, T112, T113 (Use a dictionary)</p>

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Knowledge of Language		
<p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>TG U1: 20-21, 30-31, 50-51, 60-61, 80-81, 90-91, 120-121, 130-131, 170-171, 180-181, 200-201, 210-211, 220-221, 230-231, 250-251</p> <p>TG U2: 30-31, 50-51, 70-71, 90-91, 110-111, 140-141, 180-181, 190-191, 200-201, 220-221, 240-241, 260-261, 280-281</p> <p>TG U3: 40-41, 60-61, 80-81, 100-101, 130-131, 170-171, 200-201, 210-211, 230-231, 250-251, 270-271, 280-281</p> <p>TG U4: 20-21, 50-51, 70-71, 90-91, 110-111, 140-141, 180-181, 190-191, 210-211, 220-221, 230-231, 240-241, 260-261, 270-271</p> <p>TG U5: 20-21, 40-41, 60-61, 110-111, 170-171, 190-191, 200-201, 220-221, 230-231, 240-241, 250-251, 260-261, 270-271, 280-281</p> <p>TG U6: 30-31, 50-51, 70-71, 80-81, 90-91, 110-111, 130-131, 170-171, 180-181, 190-191, 210-211, 220-221, 230-231, 250-251</p> <p>Digital Resources: SavvasRealize.com>Units 1-6>Modules A-B>Selection Tests >Units 1-6>Modules A-B>Scaffolded Strategies Handbook</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 11 Inconsistent Spellings, T81–T84, T89–T90 Lesson 12 Irregular Spellings, T85–T88 Lesson 39 Edit and Publish Writing, T249–T252 Lesson 42 Use Formal and Informal English, T263–T266</p> <p>Student Pages: S81–S84, S85–S88, S249–S252, S263–S266</p>

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<p>L.2.3.a Compare formal and informal uses of English.</p>	<p>TG U1: 259 TG U2: 223 TG U3: 240-241, 250-251, 270-271, 280-281 TG U4: 257 TG U6: 83</p> <p>Digital Resources: SavvasRealize.com>Units 1-4>Modules A-B>Scaffolded Strategies Handbook</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 42 Use Formal and Informal English, T263–T266</p> <p>Student Pages: S263–S266</p>
Vocabulary Acquisition and Use		
<p>L.2.4 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.</p>	<p>TG U1: 64, 65, 94, 123, 133, 174, 183, 193, 203, 216, 224, 233, 253, 263 TG U2: 43, 63, 163, 183 TG U3: 63, 83, 125, 163, 173, 183, 223, 233, 243, 263, 273 TG U4: 43, 47, 93, 123, 193, 263 TG U5: 54, 55, 56, 57, 95, 103 TG U6: 34, 110-111, 115, 163, 193, 213, 217, 220-221, 230-231, 240-241, 253</p> <p>Digital Resources: SavvasRealize.com>Units 1-6>Module A & B>Scaffolded Strategies Handbook</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 17 Use Context Clues: Synonyms and Antonyms, T111–T114, T119–T120 Lesson 18 Understand Multiple-Meaning Words, T115–T118</p> <p>Student Pages: S111–S114, S115–S122</p>

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<p>L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>TG U1: 13, 65, 93, 113, 123, 214, 216-217 TG U2: 103, 225 TG U3: 63, 187 TG U4: 47, 93, 194, 196, 233 TG U5: 54, 56-57, 183, 193 TG U6: 23, 115, 193, 217</p> <p>Digital Resources: SavvasRealize.com>Units 1-6>Module A>Scaffolded Strategies Handbook</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 17 Use Context Clues: Synonyms and Antonyms, T111–T114, T119–T120</p> <p>Student Pages: S111–S114</p>
<p>L.2.4.b 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>).</p>	<p>TG U2: 213 TG U4: 133 TG U5: 133, FS14, FS15, FS16, FS17 TG U6: 90-91, 100-101, 250-251, FS22, FS23, FS24, FS25</p> <p>Digital Resources: SavvasRealize.com>Units 2, 4-6>Module A>Scaffolded Strategies Handbook >Units 5-6>Modules A & B> Foundational Skills Lessons</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 9 Decode Words with Prefixes, T71–T74, T79–T80 Lesson 10 Decode Words with Suffixes, T75–T78</p> <p>Student Pages: S71–S74, S75–S78</p>
<p>L.2.4.c 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>).</p>	<p>TG U1: 216-217 TG U5: 163 TG U6: 110-111, 220-221, 230-231, 240-241</p> <p>Digital Resources: SavvasRealize.com>Units 1-6>Module B>Scaffolded Strategies Handbook</p>	<p>Teacher Pages and Checkpoint Assessments: Monitor Progress, T72, T73 Practice, T74</p>

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<p>L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p>	<p>TG U3: FS22, FS23, FS24, FS25 TG U4: 203, 213, FS2, FS3, FS4, FS5 TG U5: 23, 95 TG U6: 53, 70-71, 80-81, 133</p> <p>Digital Resources: SavvasRealize.com>Units 5-6>Module A>Scaffolded Strategies Handbook >Units 3-4>Module B> Foundational Skills Lessons</p>	<p>Teacher Pages and Checkpoint Assessments: Build Vocabulary, T143, T199</p>
<p>L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>TG U1: 129-131, 216-217, 218-220, 223 TG U2: 194, 204, 213 TG U3: 73, 195, 215, 245 TG U4: 163, 164, 166-167, 194, 195, 196 TG U5: 44, 54, 57, 64, 94, 114, 134, 184, 264 TG U6: 24, 34, 63, 64, 124, 141, 164, 204, 214, 224, 244, 260-261, 270-271</p> <p>Digital Resources: SavvasRealize.com>Units 1, 3, 5, 6>Module A>Scaffolded Strategies Handbook >Units 1-6>Module B>Scaffolded Strategies Handbook</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 17 Use Context Clues: Synonyms and Antonyms, T112, T113 (Use a dictionary)</p>

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<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>TG U1: 39 TG U2: 123, 173, 193 TG U3: 193, 203 TG U4: 243 TG U6: 180-181, 259</p> <p>Digital Resources: SavvasRealize.com>Units 2-4, 6>Module B>Scaffolded Strategies Handbook</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 17 Use Context Clues: Synonyms and Antonyms, T111–T114, T119–T120 Lesson 18 Understand Multiple-Meaning Words, T115–T118</p> <p>Student Pages: S111–S114, S115–S122</p>
<p>L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p>	<p>TG U1: 201</p> <p>Digital Resources: SavvasRealize.com>Unit 1>Module B>Scaffolded Strategies Handbook</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 29 Understand Academic and Domain-Specific Words, T191–T196</p> <p>Student Pages: S193–S196</p>
<p>L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>	<p>TG U1: 39-40 TG U2: 103 TG U6: 33, 120-121, 130-131, 140-141</p> <p>Digital Resources: SavvasRealize.com>Units 1, 2, 6>Module B>Scaffolded Strategies Handbook</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 17 Use Context Clues: Synonyms and Antonyms, T112, T113 (Use a dictionary)</p>

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<p>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>).</p>	<p>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</p> <p>Digital Resources: SavvasRealize.com>Units 1-6>Module B>Scaffolded Strategies Handbook >Units 1-6>Modules A-B>Selection Tests</p>	<p>Teacher Pages and Checkpoint Assessments: Lesson 17 Use Context Clues: Synonyms and Antonyms, T112, T113 (Use a dictionary) Lesson 22 Describe the Meaning of Words and Phrases, T141–T146 Lesson 29 Understand Academic and Domain-Specific Words, T191–T196</p> <p>Student Pages: S143–S146, S193–S196</p>

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