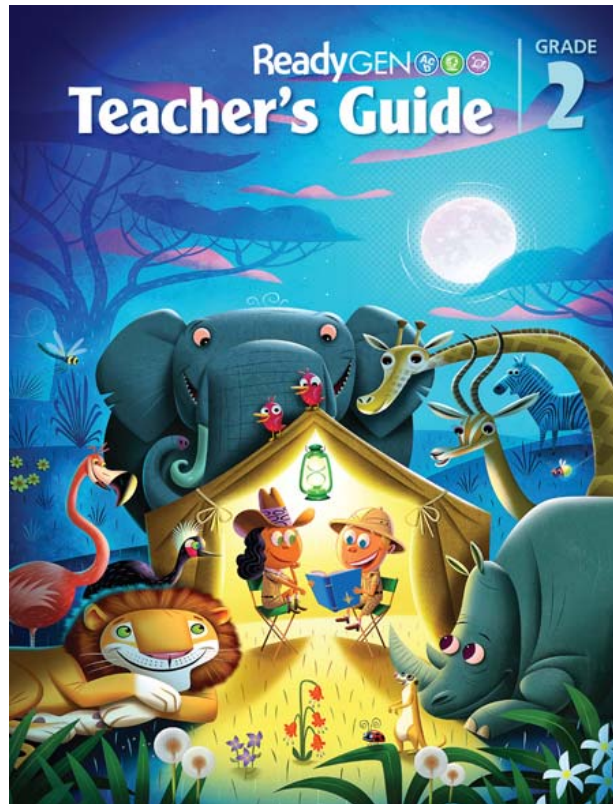


A Correlation of  
**ReadyGEN**  
Grade 2, © 2016



To the  
**Colorado**  
**Reading, Writing, and**  
**Communicating Standards (2010)**  
**Grade 2**

**A Correlation of ReadyGEN, Grade 2, ©2016 to the  
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Grade 2**

**Introduction**

This document demonstrates how *ReadyGEN*, ©2016 meets the Colorado Reading, Writing, and Communicating Standards (2010). Correlation page references are to the Unit Module Teacher’s Guides and are cited by grade, unit and page references.

*ReadyGEN* © 2016 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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Colorado Reading, Writing, and Communicating Standards (2010) Grade 2	ReadyGEN Grade 2, ©2016
<b>Content Area: Reading, Writing and Communicating</b>	
<b>Grade Level Expectations: Second Grade</b>	
<b>Standard: 1. Oral Expression and Listening</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective</li> </ul>	
<b>Concepts and skills students master:</b>	
1. Discussions contribute and expand on the ideas of self and others	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
<p>a. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)</p>	<p><b>TG U1:</b> 70, 80, 140  <b>TG U2:</b> 40, 60, 70, 80, 110, 120, 130, 140, 180, 190, 220, 240  <b>TG U3:</b> 20, 50, 110, 120, 140, 190, 230, 250, 260, 270  <b>TG U4:</b> 60, 80, 110, 120, 140, 142, 170, 180, 190, 220  <b>TG U5:</b> 30, 40, 50, 60, 80, 90, 100, 130, 142, 210, 220, 250, 260, 270, 282  <b>TG U6:</b> 20, 120, 240, 260, 280</p>
<p>b. Contribute knowledge to a small group or class discussion to develop a topic</p>	<p><b>TG U1:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 163, 173, 183, 193, 203, 213, 223, 233, 243, 253, 263, 273  <b>TG U2:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 163, 173, 183, 193, 203, 213, 223, 233, 243, 253, 263, 273  <b>TG U3:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 163, 173, 183, 193, 203, 213, 223, 233, 243, 253, 263, 273  <b>TG U4:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 163, 173, 183, 193, 203, 213, 223, 233, 243, 253, 263, 273  <b>TG U5:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 163, 173, 183, 193, 203, 213, 223, 233, 243, 253, 263, 273  <b>TG U6:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 163, 173, 183, 193, 203, 213, 223, 233, 243, 253, 263, 273</p>

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 2</b>	<b>ReadyGEN Grade 2, ©2016</b>
c. Maintain focus on the topic	<b>TG U1:</b> 92-93, 122-123, 162-163, 172-173, 182-184, 252-254 <b>TG U2:</b> 92-93, 172-173 <b>TG U3:</b> 162-163, 194, 212-213 <b>TG U4:</b> 72-74, 75-77, 84, 85-87, 162-163, 174, 175-177, 192-193, 212-214, 216-217
d. 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. (CCSS: SL.2.5)	<b>TG U1:</b> 26-27, 29, 40, 60, 67, 85, 144, 146, 284 <b>TG U2:</b> 32, 227, 232 <b>TG U3:</b> 117 <b>TG U4:</b> 40, 140, 284 <b>TG U5:</b> 117, 182, 232, 288 <b>TG U6:</b> 32, 92, 182, 232
e. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)	<b>TG U1:</b> 14-16, 23-24, 34, 54, 63, 74, 104, 124, 132, 164, 212, 214, 223, 264, 274 <b>TG U2:</b> 13, 33, 43, 53, 83, 183, 203, 213, 223, 243, 253, 273 <b>TG U3:</b> 103, 163, 193, 233, 243, 273 <b>TG U4:</b> 33, 43, 111, 113, 133, 233, 263 <b>TG U5:</b> 43, 91, 93, 241 <b>TG U6:</b> 139, 203
f. Use content-specific vocabulary to ask questions and provide information	<b>TG U1:</b> 164, 174, 184, 194, 204, 221, 234, 244 <b>TG U2:</b> 164, 174, 184, 194, 195-197, 204, 274 <b>TG U3:</b> 12, 24, 34, 44, 45, 54, 64, 124, 134, 164, 174, 184, 194, 204, 214 <b>TG U4:</b> 65, 164, 174, 184, 194, 195-197, 204, 214, 224, 234, 244, 254, 264, 274

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Colorado Reading, Writing, and Communicating Standards (2010) Grade 2	ReadyGEN Grade 2, ©2016
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Demonstrate skill in inferential and evaluative listening</li> </ul>	
<b>Concepts and skills students master:</b>	
2. New information can be learned and better dialogue created by listening actively	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (CCSS: SL.2.1)	
i. 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). (CCSS: SL.2.1a)	<b>TG U1:</b> 12, 42, 52, 62, 82, 92, 102, 122, 162, 172, 192, 202, 232, 242, 252 <b>TG U2:</b> 102, 132 <b>TG U3:</b> 92, 122, 164, 222 <b>TG U4:</b> 62, 92, 172, 182, 192, 202, 222, 234, 262, 272 <b>TG U5:</b> 14, 84, 92, 104, 162, 202 <b>TG U6:</b> 42, 52, 172, 252
ii. Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)	<b>TG U1:</b> 12, 32, 52, 62, 72, 82, 92, 102, 112, 172, 232, 242, 252, 262 <b>TG U2:</b> 42, 62, 72, 82, 102, 132, 162, 172, 192, 212, 222, 242, 252, 262, 272 <b>TG U3:</b> 22, 32, 62, 92, 112, 122, 172, 212, 222, 232, 242, 252, 262, 272 <b>TG U4:</b> 32, 62, 92, 172, 182, 192, 202, 212, 222, 242, 262, 272 <b>TG U5:</b> 74, 14, 22, 32, 84, 92, 102, 112, 162, 202 <b>TG U6:</b> 52, 62, 72, 82, 172, 192, 204, 254, 262, 272
iii. Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)	<b>TG U1:</b> 172, 232 <b>TG U2:</b> 144 <b>TG U3:</b> 218 <b>TG U4:</b> 182 <b>TG U5:</b> 182 <b>TG U6:</b> 182

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<p style="text-align: center;"><b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 2</b></p>	<p style="text-align: center;"><b>ReadyGEN Grade 2, ©2016</b></p>
<p>b. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2)</p>	<p><b>TG U1:</b> 22, 42, 62, 72, 82, 122, 132, 162, 172, 182, 192, 212, 222, 232, 262  <b>TG U2:</b> 54, 72, 103, 222  <b>TG U3:</b> 84, 104, 114, 134, 234, 254, 264  <b>TG U4:</b> 32, 62, 72, 242, 262  <b>TG U5:</b> 82, 212, 222, 242, 252, 262, 272  <b>TG U6:</b> 32, 102, 112, 122, 132, 162, 242, 262, 272</p>
<p>c. 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. (CCSS: SL.2.3)</p>	<p><b>TG U1:</b> 148, 288  <b>TG U2:</b> 288  <b>TG U3:</b> 288  <b>TG U4:</b> 220, 230  <b>TG U5:</b> 230  <b>TG U6:</b> 230</p>

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 2</b>	<b>ReadyGEN Grade 2, ©2016</b>
<b>Standard: 2. Reading for All Purposes</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Demonstrate comprehension of a variety of informational, literary, and persuasive texts</li> </ul>	
<b>Concepts and skills students master:</b>	
1. Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Use Key Ideas and Details to:	
i. Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences	<b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 <b>TG U2:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 162, 172, 182, 192, 202, 204, 206-207, 212, 222-224, 225-227, 232, 242, 252, 262, 272 <b>TG U3:</b> 12, 22-24, 25-27, 32, 42, 52, 62, 72, 82-84, 85-87, 92, 102, 112, 122, 132, 162, 172, 182, 187, 192-194, 202, 212, 214, 222, 232-233, 242, 252, 262, 272 <b>TG U4:</b> 47, 172-173, 234 <b>TG U5:</b> 47, 55-57, 227 <b>TG U6:</b> 127
ii. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RL.2.1)	<b>TG U1:</b> 13-14, 37-38, 83-85, 92-94, 96-97, 103-105, 113-115, 122-123, 242-243, 247-248, 272-274 <b>TG U2:</b> 222-224, 232-233, 252-253, 272-274 <b>TG U3:</b> 82-84, 222, 232, 242, 262 <b>TG U4:</b> 136-138 <b>TG U5:</b> 36-37, 112, 178, 222, 232, 242, 252, 272 <b>TG U6:</b> 37, 137
iii. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)	<b>TG U1:</b> 114 <b>TG U2:</b> 92-94, 94-96, 96-97, 274-276, 276-278 <b>TG U3:</b> 226-228 <b>TG U4:</b> 72-74, 74-76, 84-86 <b>TG U5:</b> 232-233, 252-254 <b>TG U6:</b> 112, 114, 116-118



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iv. Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)	<b>TG U1:</b> 12-14, 42-43, 63-65, 86-88, 122-123, 126-127, 236-238 <b>TG U2:</b> 32-34, 37-39, 52-54, 56-57, 82-83, 84-86, 86-88 <b>TG U3:</b> 242-244 <b>TG U4:</b> 22-24, 32-33, 42-44, 46-47, 94, 96 <b>TG U5:</b> 222-224, 224-226, 242-243 <b>TG U6:</b> 72, 74-76
b. Use Craft and Structure to:	
i. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4)	<b>TG U1:</b> 14-16, 24-25, 32-33, 54-56, 112-114, 116-117, 234-236, 244-246 <b>TG U2:</b> 62-63, 65-67 <b>TG U3:</b> 72-74, 76-77, 262-264, 266-268 <b>TG U4:</b> 252-254 <b>TG U5:</b> 112-114, 116-117 <b>TG U6:</b> 82-84
ii. Read high-frequency words with accuracy and speed	<b>TG U1:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 <b>TG U2:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 <b>TG U3:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 <b>TG U4:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 <b>TG U5:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 <b>TG U6:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25
iii. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCSS: RL.2.5)	<b>TG U1:</b> 22-24, 26-27, 44-46, 46-47, 132-133, 137-139, 232-234, 237-239 <b>TG U2:</b> 14-16, 42-44, 64-66, 66-67, 72-73, 74-76 <b>TG U3:</b> 222-224, 264-266 <b>TG U4:</b> 102-104, 132-134 <b>TG U5:</b> 244-246 <b>TG U6:</b> 102-104

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iv. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (CCSS: RL.2.6)	<b>TG U1:</b> 52-54, 72-74, 124-125, 137-139 <b>TG U2:</b> 122-124, 252-254 <b>TG U3:</b> 112-114, 242-244 <b>TG U4:</b> 12-14, 82-84 <b>TG U5:</b> 222-223, 228, 234 <b>TG U6:</b> 234
v. Identify how word choice (sensory details, figurative language) enhances meaning in poetry	<b>TG U1:</b> 112-114, 116-117 <b>TG U3:</b> 72-74, 76-77, 262-264, 265-267 <b>TG U4:</b> 252-254, 255-257 <b>TG U5:</b> 112-114, 116-117
c. Use Integration of Knowledge and Ideas to:	
i. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS: RL.2.7)	<b>TG U1:</b> 17-18, 32-34, 34-36, 36-37, 62-64, 64-66, 66-67, 82-84, 84-86, 86-87, 97-98, 104-105 <b>TG U2:</b> 22-24, 24-26, 26-27, 84-85, 86-87, 102-104, 104-106, 106-107, 114-116, 116-118 <b>TG U3:</b> 252-254 <b>TG U4:</b> 126 <b>TG U5:</b> 247-249, 274-276 <b>TG U6:</b> 92-94
ii. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (CCSS: RL.2.9)	<b>TG U4:</b> 112-114, 115-116, 116-117 <b>TG U5:</b> 272 <b>TG U6:</b> 272
d. Use Range of Reading and Level of Text Complexity to:	
i. 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. (CCSS: RL.2.10)	<b>TG U1:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 175, 215, 225, 255 <b>TG U2:</b> 15, 25, 35, 45, 55, 65, 75, 95, 115, 125 <b>TG U3:</b> 15, 25, 225, 235, 245, 255 <b>TG U4:</b> 55, 105, 125, 135, 252 <b>TG U5:</b> 25, 112, 165, 245, 255 <b>TG U6:</b> 25, 75, 85, 95, 185, 195, 275

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e. Compare formal and informal uses of English. (CCSS: L.2.3a)	<b>TG U1:</b> 259 <b>TG U2:</b> 223-225 <b>TG U3:</b> 240-241, 250-251, 270-271, 279-281 <b>TG U4:</b> 257 <b>TG U5:</b> 257 <b>TG U6:</b> 257
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Demonstrate comprehension of a variety of informational, literary, and persuasive texts</li> </ul>	
<b>Concepts and skills students master:</b>	
2. Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Use Key Ideas and Details to:	
i. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RI.2.1)	<b>TG U1:</b> 173-175, 182-184, 186-187, 212-213, 222-223, 272-274 <b>TG U2:</b> 192-193, 204-206, 206-208 <b>TG U3:</b> 22-24, 24-26, 52-54, 55-57, 192-194, 216-218 <b>TG U4:</b> 172-173, 234-236, 236-238 <b>TG U5:</b> 24-26, 182-183, 237-239 <b>TG U6:</b> 52-54
ii. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (CCSS: RI.2.2)	<b>TG U1:</b> 162-163, 172-174, 176-178 <b>TG U2:</b> 172-174 <b>TG U3:</b> 162-164 <b>TG U4:</b> 162-163, 174-176, 176-177, 212-213, 214-216, 216-218 <b>TG U5:</b> 12-14, 132-134 <b>TG U6:</b> 12-14, 172-174
iii. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (CCSS: RI.2.3)	<b>TG U1:</b> 192-194 <b>TG U2:</b> 216-218 <b>TG U3:</b> 42-44, 46-47, 102-104, 106-107, 172-174, 176-178 <b>TG U4:</b> 202-204, 204-206, 206-207, 232-233, 262-264, 264-266 <b>TG U5:</b> 172-174, 174-176, 202-204, 206-208 <b>TG U6:</b> 32-33, 122, 124-126, 192, 194, 254, 256-257, 274, 276-278

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<p>iv. Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud</p>	<p><b>TG U1:</b> 162-163, 172-174, 175-177, 184, 186-187, 272-273  <b>TG U2:</b> 162-164, 165-167, 172-174, 175-177, 274, 275-277  <b>TG U3:</b> 162-164, 165-167, 192-194, 202-204, 206-207, 212-213  <b>TG U4:</b> 162-163, 174, 175-177, 192-193, 204, 212-214, 216-217, 242-243  <b>TG U5:</b> 12-14, 15-17, 32-34, 42-44, 45-47, 62-64, 65-67, 92-94, 96-97, 102-104, 105-107, 132-134, 135, 192-194, 195-197, 272-273  <b>TG U6:</b> 12-14, 15-17, 62-64, 66-67, 124, 162-164, 166-167, 172-174, 176-177, 182-183, 222-223, 225, 232-234, 242-243, 252-253</p>
<p>b. Use Craft and Structure to:</p>	
<p>i. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (CCSS: RI.2.) (CCSS: RI.2.4)</p>	<p><b>TG U1:</b> 164-166, 174-176, 184-185, 194-195, 204-206, 214-216, 216-217, 224-226, 226-227, 264-265, 274-276, 276-278  <b>TG U2:</b> 194-196  <b>TG U3:</b> 272-274  <b>TG U4:</b> 192-194  <b>TG U5:</b> 54-56  <b>TG U6:</b> 34, 184-186, 244-246</p>
<p>ii. 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. (CCSS: RI.2.5)</p>	<p><b>TG U1:</b> 162-164, 166-167, 192-193, 202-204, 206-208  <b>TG U2:</b> 182-184, 186-187, 202-203, 205-206, 212-213, 215-216, 217-219  <b>TG U3:</b> 12-14, 28-30, 32-34, 38-40, 62-64, 66-68  <b>TG U4:</b> 163-165  <b>TG U5:</b> 72-74, 76-77, 82, 84-86, 86-87, 162-164  <b>TG U6:</b> 22-24, 212-214</p>

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iii. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6)	<b>TG U1:</b> 182-184, 186-187, 192-193, 202-203, 252-254, 198-200, 256-258 <b>TG U2:</b> 162-164 <b>TG U3:</b> 18-20, 132-134, 137-139, 194-196 <b>TG U4:</b> 212-214, 216-218 <b>TG U5:</b> 22, 26-28, 32-34, 52-54, 104-106, 264-266 <b>TG U6:</b> 62, 64, 66-67, 132, 134, 162, 164, 166-167, 222, 224-226
iv. Read text to perform a specific task (such as follow a recipe, play a game)	<b>TG U1:</b> 192-194, 195-197 <b>TG U2:</b> 214, 215-217
c. Use Integration of Knowledge and Ideas to:	
i. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (CCSS: RI.2.7)	<b>TG U1:</b> 163-165, 166-167, 177-178, 187-189, 202-204, 206-207, 217-219, 227-228, 264-265, 266-268 <b>TG U2:</b> 182-184, 186-188 <b>TG U3:</b> 182-184 <b>TG U4:</b> 184-186, 222-224, 244-246, 246-248 <b>TG U5:</b> 212-214, 214-216 <b>TG U6:</b> 42-44
ii. Describe how reasons support specific points the author makes in a text. (CCSS: RI.2.8)	<b>TG U1:</b> 236-238 <b>TG U2:</b> 172-173, 182-183, 192-194 <b>TG U3:</b> 204-206 <b>TG U4:</b> 182-183, 242-244 <b>TG U5:</b> 42-44, 62-64, 64-66, 92, 94-96, 96-98 <b>TG U6:</b> 182-183, 232-234, 236-238
iii. Compare and contrast the most important points presented by two texts on the same topic. (CCSS: RI.2.9)	<b>TG U1:</b> 262-264, 266-268, 222-223 <b>TG U2:</b> 262-264, 272-274 <b>TG U3:</b> 37-39, 122-123, 272-274, 276-278 <b>TG U4:</b> 272-274 <b>TG U5:</b> 122-124, 134-136, 262-263 <b>TG U6:</b> 262-264, 272

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d. Use Range of Reading and Level of Text Complexity to:	
i. Adjust reading rate according to type of text and purpose for reading	<b>TG U1:</b> 17, 275 <b>TG U2:</b> 27, 87, 117, 135, 167, 185, 235 <b>TG U3:</b> 35, 87, 135, 227 <b>TG U4:</b> 17, 87, 205, 215, 227 <b>TG U5:</b> 27, 35, 85, 115, 167, 205, 217, 235, 277 <b>TG U6:</b> 17, 35, 65, 117, 167, 267
ii. 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. (CCSS: RI.2.10)	<b>TG U1:</b> 165, 185, 195, 205, 235, 265 <b>TG U2:</b> 165, 175, 185, 195, 205, 215, 265 <b>TG U3:</b> 55, 65, 75, 185, 205 <b>TG U4:</b> 165, 175, 185, 265, 275 <b>TG U5:</b> 75, 105, 125, 165, 195, 275 <b>TG U6:</b> 15, 125, 175, 255, 265
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS: L.2.4e)	<b>TG U1:</b> 129-131, 216-218, 218-219, 223-225 <b>TG U2:</b> 194-196, 204, 213 <b>TG U3:</b> 73-75, 195-196 <b>TG U4:</b> 163-164, 166-168, 194-196 <b>TG U5:</b> 44, 54, 64, 94, 114, 134, 184, 264, 57 <b>TG U6:</b> 24, 34, 63-64, 124, 141, 164, 204, 214, 224, 244, 261, 271

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 2</b>	<b>ReadyGEN Grade 2, ©2016</b>
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary</li> </ul>	
<b>Concepts and skills students master:</b>	
3. Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)	
i. Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)	<b>TG U1:</b> FS2-3, FS4-6, FS6-8, FS8-9, FS10-11, FS12-14, FS18-20, FS22-24 <b>TG U3:</b> 7-8, 11-12, 15-16, 19-21 <b>TG U4:</b> FS7-9 <b>TG U6:</b> 31
ii. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)	<b>TG U1:</b> FS2-3 <b>TG U2:</b> 6-8, 10-12, 18-20, 22-24 <b>TG U3:</b> 6-8, 10-12, 14-16, 18-20 <b>TG U4:</b> FS6-8, FS18-20, FS22-24 <b>TG U5:</b> FS6-8 <b>TG U6:</b> FS2-3, 30-31, 50-52
iii. Read multisyllabic words accurately and fluently	<b>TG U1:</b> 17, 37, 47, 67, 77, 87, 97, 117, 127, 167, 177, 187, 197, 217, 227, 247, 267, 277 <b>TG U2:</b> 17, 27, 47, 57, 67, 77, 87, 97, 117, 127, 167, 177, 187, 197, 207, 217, 227, 247, 257, 267, 277 <b>TG U3:</b> 17, 47, 57, 67, 77, 87, 97, 117, 127, 167, 177, 187, 197, 207, 217, 227, 247, 257, 267, 277 <b>TG U4:</b> 17, 27, 47, 57, 67, 77, 87, 97, 117, 127, 167, 177, 187, 197, 217, 227, 247, 257, 267, 277 <b>TG U5:</b> 17, 27, 47, 67, 77, 87, 97, 107, 117, 127, 167, 177, 187, 197, 217, 227, 247, 267, 277 <b>TG U6:</b> 17, 27, 47, 67, 77, 87, 97, 117, 127, 167, 177, 187, 197, 217, 227, 247, 267, 277

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iv. Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c)	<b>TG U3:</b> 6-8, 10-12, 14-16, 19-21 <b>TG U4:</b> FS6-8, FS14, FS16, FS19 <b>TG U5:</b> FS2, FS4, FS19 <b>TG U6:</b> FS19
v. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)	<b>TG U1:</b> FS18-20 <b>TG U2:</b> FS18-20 <b>TG U3:</b> FS18-20 <b>TG U4:</b> 133-135 <b>TG U5:</b> FS10-12, FS14-16, 173-174, 203-205 <b>TG U6:</b> FS18-20
vi. Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e)	<b>TG U1:</b> FS18-20, FS22-24 <b>TG U2:</b> 6-8, 10-12, 18-20, 22-24 <b>TG U3:</b> 2-4 <b>TG U4:</b> FS18-20, FS22-24 <b>TG U5:</b> FS6-8, FS18-20, FS22-24 <b>TG U6:</b> FS2-4
vii. Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.2.3f)	<b>TG U1:</b> FS3-5, FS7-8, FS11-12, FS15-16, FS19-20, FS23-25 <b>TG U2:</b> 3-4, 7-8, 11-12, 15-16, 19-20, 23-25 <b>TG U3:</b> 7-8, 11-12, 16-18, 19-20, 23-25 <b>TG U4:</b> FS3-4, FS7-8, FS11-12, FS15-16, FS19-20, FS23-25 <b>TG U5:</b> FS3-4, FS7-8, FS11-12, FS15-16, FS19-20, FS24-26 <b>TG U6:</b> FS3-4, FS7-8, FS11-12, FS15-16, FS19-20, FS23-25



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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 2</b>	<b>ReadyGEN Grade 2, ©2016</b>
b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)	
i. Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)	<p><b>TG U1:</b> FS3-5, FS7-8, FS11-12, FS15-16, FS19-20, FS23-25</p> <p><b>TG U2:</b> 3-4, 7-8, 11-12, 15-16, 19-20, 23-25</p> <p><b>TG U3:</b> 3-4, 7-8, 11-12, 15-16, 19-20, 23-24, 27-29, 167-169</p> <p><b>TG U4:</b> FS3-4, FS7-8, FS11-12, FS15-16, FS19-20, FS23-24, 127-129</p> <p><b>TG U5:</b> FS3-4, FS7-8, FS11-12, FS15-16, FS19-20, FS23-24, 127-128, 247-249</p> <p><b>TG U6:</b> FS3-4, FS7-8, FS11-12, FS15-16, FS19-20, FS23-24, 47, 277</p>
ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)	<p><b>TG U1:</b> 17, 27, 47, 67, 87, 97, 115, 167, 187, 217, 227, 247, 267, 275, 277</p> <p><b>TG U2:</b> 17, 67, 47, 87, 97, 117, 127, 177, 197, 227, 247, 267, 277</p> <p><b>TG U3:</b> 87, 97, 117, 127, 177, 197, 217, 227, 237-238, 247-248, 267-269, 277-279</p> <p><b>TG U4:</b> FS3-4, FS8-10, FS12-14, FS16-17, FS20, FS24, 27, 77, 117, 177, 187, 227, 277-279</p> <p><b>TG U5:</b> FS3-4, FS8, FS12-14, FS16-17, FS20, FS24, 27, 77, 87, 97, 167, 217-218, 277-279</p> <p><b>TG U6:</b> FS3-4, FS7-8, FS11-12, FS16-17, FS20, FS23-24, 27, 87, 167</p>
iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c)	<p><b>TG U1:</b> 13, 65, 93, 113, 123</p> <p><b>TG U2:</b> 267</p> <p><b>TG U3:</b> 47, 187</p> <p><b>TG U4:</b> 47</p> <p><b>TG U5:</b> 47, 227</p> <p><b>TG U6:</b> 127</p>

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 2</b>	<b>ReadyGEN Grade 2, ©2016</b>
c. 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. (CCSS: L.2.4)	
i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)	<b>TG U1:</b> 13, 65, 93, 113, 123, 214, 216 <b>TG U2:</b> 103, 225 <b>TG U3:</b> 187 <b>TG U4:</b> 47, 93, 194, 196, 233 <b>TG U5:</b> 54-56, 56-57 <b>TG U6:</b> 23, 115, 217, 193
ii. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). (CCSS: L.2.4b)	<b>TG U2:</b> 213 <b>TG U3:</b> 213 <b>TG U4:</b> 133 <b>TG U5:</b> FS14, FS16, 133 <b>TG U6:</b> FS22, FS24, 90-91, 100-101, 250-252
iii. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (CCSS: L.2.4c)	<b>TG U1:</b> 216-217 <b>TG U2:</b> 216-217 <b>TG U3:</b> 216-217 <b>TG U4:</b> 213-215 <b>TG U5:</b> 213-215 <b>TG U6:</b> 110-111, 220-221, 230-231, 240-242
iv. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (CCSS: L.2.4d)	<b>TG U3:</b> 22-24 <b>TG U4:</b> FS2-4, 203, 213, 273 <b>TG U5:</b> 23, 95 <b>TG U6:</b> 53, 70-71, 80-81, 133

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 2</b>	<b>ReadyGEN Grade 2, ©2016</b>
d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)	
i. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (CCSS: L.2.5a)	<b>TG U1:</b> 201 <b>TG U6:</b> 121, 171, 178, 181, 191, 201
ii. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (CCSS: L.2.5b)	<b>TG U1:</b> 39-40 <b>TG U2:</b> 103-105 <b>TG U3:</b> 103-105 <b>TG U4:</b> 103-105 <b>TG U5:</b> 103-105 <b>TG U6:</b> 120-121, 130-131, 140-142
e. 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). (CCSS: L.2.6)	<b>TG U1:</b> 14, 24, 34, 44, 54, 94, 164, 174, 194, 204, 220, 230, 234 <b>TG U2:</b> 14, 24, 34, 44, 54, 64, 94, 134, 164, 174, 184, 224, 234, 244, 254 <b>TG U3:</b> 14, 24, 34, 44, 54, 64, 94, 104, 114, 124, 184, 244 <b>TG U4:</b> 14, 24, 34, 44, 64, 74, 84, 94, 104, 124, 134, 214, 244, 254, 274 <b>TG U5:</b> 14, 44, 54, 64, 84, 104, 124, 164, 184, 204, 224, 244, 264, 274 <b>TG U6:</b> 14, 24, 44, 54, 104, 114, 124, 164, 184, 194, 234, 244, 254, 264, 274

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Colorado Reading, Writing, and Communicating Standards (2010) Grade 2	ReadyGEN Grade 2, ©2016
<b>Standard: 3. Writing and Composition</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Implement the writing process successfully to plan, revise, and edit written work</li> </ul>	
<b>Concepts and skills students master:</b>	
1. Exploring the writing process helps to plan and draft a variety of literary genres	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. 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 a concluding statement or section. (CCSS: W.2.1)	<b>TG U1:</b> 18-20 <b>TG U2:</b> 198-200, 228-230, 168-170, 178-180, 218-220 <b>TG U3:</b> 99-100, 144 <b>TG U5:</b> 38-40, 48-50, 68-70, 98-100, 142-144 <b>TG U6:</b> 18-20, 38-40, 48-50, 58-60, 68-70
b. 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. (CCSS: W.2.3)	<b>TG U1:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100-101, 110-112, 120-122, 130-131, 140-141, 146-148 <b>TG U2:</b> 18-20, 48-50, 78-80, 108-110, 118-120 <b>TG U3:</b> 146-148 <b>TG U4:</b> 58-60, 68-70, 88-90, 98-100, 128-130, 130-132 <b>TG U5:</b> 188-190, 198-200, 208-210, 238-240, 268-270
c. Organize ideas using pictures, graphic organizers, or story maps	<b>TG U1:</b> 19, 29, 39, 49, 59, 79, 145 <b>TG U2:</b> 19, 49, 59, 69, 109, 145 <b>TG U4:</b> 69, 79, 108-110 <b>TG U5:</b> 178-180, 189, 199, 209, 229
d. Write simple, descriptive poems	<b>TG U1:</b> 258-260 <b>TG U2:</b> 18-20, 28-30, 38-40, 68-70, 108-110 <b>TG U3:</b> 278-279 <b>TG U4:</b> 198-200 <b>TG U5:</b> 218-280 On these pages, students write descriptive prose.
e. Write with precise nouns, active verbs, and descriptive adjectives	<b>TG U1:</b> 58-60 <b>TG U2:</b> 98-100, 138-140 <b>TG U5:</b> 218-220, 258-260

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<p>f. Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts</p>	<p><b>TG U1:</b> 22-24, 25-27, 78-80, 88-90, 98-100, 118-120, 132-133  <b>TG U2:</b> 14, 15-17, 42-44, 45-47, 48-50, 64, 65-67, 72-74, 75-77, 78-80, 112-113, 118-120, 142, 232-234, 262-263  <b>TG U3:</b> 222-224, 225-227  <b>TG U4:</b> 58-60, 78-80, 102-104, 105-107, 132-134, 142-147  <b>TG U5:</b> 188-190, 208-210, 238-240, 244, 245-247, 254, 255-257, 282-289  <b>TG U6:</b> 102-104, 105-107</p>
<p>g. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing)</p>	<p><b>TG U1:</b> 18-20, 28-30, 38-41, 142-149  <b>TG U2:</b> 18-20, 38-40, 58-60, 108-110, 128-130, 142-149  <b>TG U4:</b> 28-30, 48-50, 89, 98-100, 142-147  <b>TG U5:</b> 198-200, 282-289</p>

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<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Implement the writing process successfully to plan, revise, and edit written work</li> </ul>	
<b>Concepts and skills students master:</b>	
2. Exploring the writing process helps to plan and draft a variety of simple informational texts	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS: W.2.2)	<b>TG U1:</b> 170, 180, 190, 200, 210, 220, 230, 240, 250-252, 260-262, 270-271, 280-281, 286-288 <b>TG U2:</b> 286-288 <b>TG U3:</b> 18-20, 58-60, 108-110, 168-170, 248-250 <b>TG U4:</b> 168-170, 178-180, 218-220, 248-250, 258-260
b. Write letters and "how-to's" (procedures, directions, recipes) that follow a logical order and appropriate format	<b>TG U2:</b> 231, 241, 251, 261 <b>TG U3:</b> 241
c. Organize informational texts using main ideas and specific supporting details	<b>TG U1:</b> 208-210, 218-220, 248-250, 258-260 <b>TG U3:</b> 18-20, 49, 68-70, 98-100, 168-169, 228-230 <b>TG U4:</b> 168-170, 178-180, 218-220, 258-260
d. Organize ideas using a variety of pictures, graphic organizers or bulleted lists	<b>TG U1:</b> 169, 188-190, 229, 269-270 <b>TG U3:</b> 29, 39, 49, 119, 145, 208-210, 249, 285 <b>TG U4:</b> 269
e. Use relevant details when responding in writing to questions about texts	<b>TG U1:</b> 188-190, 198-200 <b>TG U3:</b> 18-20, 28-30, 38-40, 48-50, 108-110, 168-170, 178-180, 248-250, 258 <b>TG U4:</b> 218-220
f. State a focus when responding to a given question, and use details from text to support a given focus	<b>TG U1:</b> 188-190, 198-200 <b>TG U3:</b> 18-20, 28-30, 38-40, 48-50, 108-110, 168-170, 178-180, 248-250, 258 <b>TG U4:</b> 218-220
g. Apply appropriate transition words to writing	<b>TG U1:</b> 78-80, 98-100 <b>TG U2:</b> 118-120

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<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Apply standard English conventions to effectively communicate with written language</li> </ul>	
<b>Concepts and skills students master:</b>	
3. Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)	
i. Use collective nouns (e.g., group). (CCSS: L.2.1a)	<b>TG U1:</b> 60-61 <b>TG U4:</b> 60-62
ii. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (CCSS: L.2.1b)	<b>TG U1:</b> 50-51 <b>TG U3:</b> 12, 22, 32, 198 <b>TG U4:</b> 50-52 <b>TG U5:</b> 50-52 <b>TG U6:</b> 50-52
iii. Use reflexive pronouns (e.g., myself, ourselves). (CCSS: L.2.1c)	<b>TG U1:</b> 140-141 <b>TG U4:</b> 140-142
iv. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (CCSS: L.2.1d)	<b>TG U1:</b> 90-92, 100-101, 110-112 <b>TG U2:</b> 47, 48, 111 <b>TG U4:</b> 90-91, 100-101, 110-112
v. Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)	<b>TG U1:</b> 119-121, 169-170, 180-181, 200-201, 210-211, 220-221, 250-251, 260-262 <b>TG U2:</b> 80-81, 90-92 <b>TG U3:</b> 70-71, 90-91, 100-101, 110-111, 120-121, 230-231, 260-262 <b>TG U4:</b> 170-171, 180-181, 190-191, 200-201, 210-211, 220-221, 230-231, 240-242 <b>TG U5:</b> 80-81, 90-91 <b>TG U6:</b> 140-142
vi. Apply accurate subject-verb agreement while writing	<b>TG U2:</b> 111

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vii. 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). (CCSS: L.2.1f)	<b>TG U1:</b> 41-42, 51-53, 61-63, 80-81, 91, 121, 171, 181, 211-213, 231-233, 241-242, 261-262, 271-273, 281-283 <b>TG U2:</b> 70-71, 120-121, 130-131, 140-141, 270-271, 280-282 <b>TG U3:</b> 120-121, 130-131, 140-141, 220-222 <b>TG U4:</b> 231-233 <b>TG U5:</b> 80-81, 90-91, 100-101, 110-111, 130-131, 260-261, 270-271, 281 <b>TG U6:</b> 278
viii. Vary sentence beginning	<b>TG U5:</b> 129, 221, 271, 281 These pages explore expanding sentences.
ix. Spell high-frequency words correctly	<b>TG U5:</b> 21, 31, 41, 51, 61
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)	
i. Capitalize holidays, product names, and geographic names. (CCSS: L.2.2a)	<b>TG U1:</b> 31-33, 128-130 <b>TG U3:</b> 20-21, 30-31, 40-41, 50-51, 60-62 <b>TG U4:</b> 30-32 <b>TG U6:</b> 138
ii. Use commas in greetings and closings of letters. (CCSS: L.2.2b)	<b>TG U1:</b> 128-130 <b>TG U2:</b> 230-231, 240-241, 250-252 <b>TG U3:</b> 239 <b>TG U4:</b> 239 <b>TG U5:</b> 59 <b>TG U6:</b> 200
iii. Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)	<b>TG U1:</b> 23-24, 53-55, 129-131, 270-271, 280-282 <b>TG U2:</b> 20-21, 30-31, 40-42 <b>TG U4:</b> 260-261, 270-271, 280-282 <b>TG U5:</b> 40-41 <b>TG U6:</b> 103
iv. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil). (CCSS: L.2.2d)	<b>TG U1:</b> FS18, FS20, FS22, FS24 <b>TG U2:</b> FS24 <b>TG U3:</b> 2, 4 <b>TG U4:</b> FS10, FS12, FS24 <b>TG U5:</b> FS10, FS12, 139 <b>TG U6:</b> FS6, FS8, FS20, 20-21, 30-31, 40-41, 50-51, 60-62



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v. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.2.2e)	<b>TG U1:</b> 129-131, 216-218, 218-219, 227 <b>TG U2:</b> 100 <b>TG U3:</b> 139 <b>TG U4:</b> 139, 278-280 <b>TG U5:</b> 138-140 <b>TG U6:</b> FS14, 278-280
c. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.2.5)	<b>TG U1:</b> 118-120, 128-130, 143-145, 278-280 <b>TG U2:</b> 98-100, 138-140, 145-146, 279-280, 285-287 <b>TG U3:</b> 138-140, 198-200, 268-270 <b>TG U4:</b> 128-129, 138-140, 278-280 <b>TG U5:</b> 145-147, 285-287, 258-260, 278-280 <b>TG U6:</b> 128-130, 145, 268-270, 278-280, 285
d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.2.6)	<b>TG U1:</b> 20, 40, 70, 90, 110, 130, 140, 180, 200, 220, 240, 250, 260, 270 <b>TG U2:</b> 20, 40, 60, 70, 90, 130, 144, 190, 210, 240, 260, 270, 280, 282, 284 <b>TG U3:</b> 30, 50, 70, 90, 140, 144, 210, 230, 240, 250, 257, 260, 270, 282, 284 <b>TG U4:</b> 40, 50, 80, 100, 120, 140, 142, 170, 190, 210, 230, 240, 257, 282, 284 <b>TG U5:</b> 30, 90, 100, 107, 257, 120, 140, 142, 144, 170, 180, 210, 230, 282, 284 <b>TG U6:</b> 20, 40, 70, 80, 107, 120, 140, 144, 200, 220, 240, 257, 260, 284, 288

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 2</b>	<b>ReadyGEN Grade 2, ©2016</b>
<b>Standard: 4. Research and Reasoning</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions</li> </ul>	
<b>Concepts and skills students master:</b>	
1. Reference materials help us locate information and answer questions	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page)	<b>TG U1:</b> 218 <b>TG U3:</b> 49, 59-60, 69, 78-80, 88-90, 99, 118-120 <b>TG U4:</b> 179-180, 189, 239 <b>TG U6:</b> 261, 271, 281
b. Identify a specific question and gather information for purposeful investigation and inquiry	<b>TG U1:</b> 189-190 <b>TG U3:</b> 49, 59-60, 69, 79-80, 90, 99-100, 118-120 <b>TG U4:</b> 179-180, 188-190, 238-240, 268 <b>TG U6:</b> 29
c. Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type)	<b>TG U1:</b> 168-170, 202-204, 205-207, 242-243, 245, 262-264, 265-267 <b>TG U2:</b> 182-184, 186-187, 202-203, 205, 208-210, 212-213 <b>TG U3:</b> 12-14, 15-17, 28-30, 32-34, 38-40, 59, 62-64, 65-67, 178-180, 182-184, 185-187 <b>TG U4:</b> 164, 165-167, 184, 185-187, 208, 222-224, 225-227, 228-230, 238, 244, 245-247 <b>TG U5:</b> 72-74, 75-77, 82-84, 86-87, 89, 162-164, 165-167 <b>TG U6:</b> 22-24, 25-27, 44, 45-47, 212-214, 215-217
d. Use a variety of multimedia sources to answer questions of interest	<b>TG U3:</b> 59, 99 <b>TG U4:</b> 179-180, 189, 239
e. Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)	<b>TG U1:</b> 250-251, 260-261 <b>TG U2:</b> 109-111 <b>TG U3:</b> 58-60, 88-90, 218-220 <b>TG U4:</b> 238-240, 284-285 <b>TG U5:</b> 70-72 <b>TG U6:</b> 248-250

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 2</b>	<b>ReadyGEN Grade 2, ©2016</b>
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Discriminate and justify a position using traditional lines of rhetorical argument and reasoning</li> </ul>	
<b>Concepts and skills students master:</b>	
2. Questions are essential to analyze and evaluate the quality of thinking	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. 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). (CCSS: W.2.7)	
i. Ask primary questions of depth and breadth	<b>TG U1:</b> 189-190 <b>TG U3:</b> 59-60, 79, 90 <b>TG U4:</b> 188, 268
ii. Acknowledge the need to treat all viewpoints fair-mindedly	<b>TG U1:</b> 209 <b>TG U2:</b> 189, 199, 259, 269, 279 <b>TG U5:</b> 19, 29, 39, 59, 69, 79, 89, 99, 119 <b>TG U6:</b> 59, 69, 79, 89, 109, 119, 129, 169, 189, 199, 209, 219, 229, 239