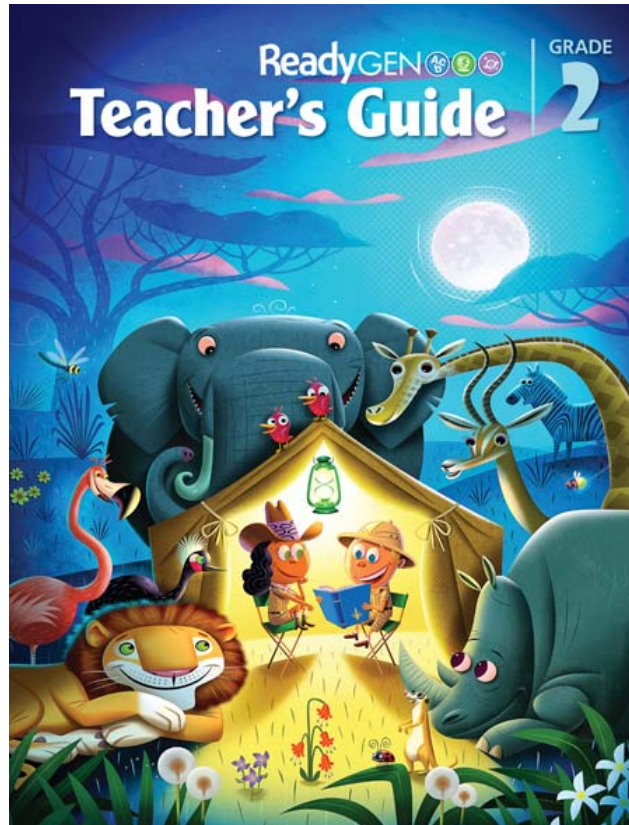


A Correlation of
ReadyGEN
Grade 2, ©2016



To the
Indiana
Academic Standards for
English Language Arts

A Correlation of ReadyGEN, Grade 2 ©2016 to the Indiana Academic Standards for English Language Arts

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the **Indiana Academic 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.

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

AUTHENTIC TEXT AT THE CORE OF INSTRUCTION

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

BUILT WITH THE RESULTS IN MIND

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

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

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

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Indiana Academic Standards for English Language Arts	ReadyGEN, Grade 2 ©2016
GRADE 2	
READING	
<p>Guiding Principle: <i>Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.</i></p>	
READING: Foundations	
<p>There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.</p>	
Learning Outcome	
<p>2.RF.1 Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.</p>	<p>TG U1: 14, 17, 34, 45, 64, 67, 85, 94, 117, 134, 175, 184, 187, 224, 274, FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24 TG U2: 15, 24, 27, 44, 77, 104, 125, 164, 167, 197, 204, 244, 274, 275, FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24 TG U3: 25, 34, 55, 64, 67, 97, 114, 117, 174, 177, 214, 227, 254, 264, FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24 TG U4: 14, 15, 27, 54, 55, 74, 87, 94, 134, 165, 184, 187, 217, 224, 264, FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24 TG U5: 17, 24, 25, 45, 64, 77, 95, 104, 117, 164, 165, 187, 194, 234, 274, FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24 TG U6: 17, 25, 34, 45, 54, 77, 94, 95, 117, 134, 165, 174, 187, 204, 244, 264, FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p>
Print Concepts	
<p>2.RF.2.1 <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>ReadyGEN, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p>2.RF.2.2 <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>ReadyGEN, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.</p>

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2.RF.2.3 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	ReadyGEN, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.
2.RF.2.4 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	ReadyGEN, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.
Phonological Awareness	
2.RF.3.1 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	ReadyGEN, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously. For example, see: TG U1: 113, 182, 252 TG U3: 72, 74, 76 TG U4: 252, 254, 255 TG U5: 113, 114
2.RF.3.2 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	ReadyGEN, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.
2.RF.3.3 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	ReadyGEN, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.
2.RF.3.4 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	ReadyGEN, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.
2.RF.3.5 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	ReadyGEN, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.
Phonics	
2.RF.4.1 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	ReadyGEN, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.
2.RF.4.2 Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.	TG U2: FS7 TG U3: FS7, FS11, FS15, FS19 TG U4: FS7, FS15, FS17 TG U5: FS2, FS3, FS4, FS5

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2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.	<p>TG U1: FS2, FS3, FS4, FS5, FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13</p> <p>TG U3: FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13, FS14, FS15, FS16, FS17, FS18, FS19, FS20, FS21</p> <p>TG U4: FS6, FS7, FS8, FS9</p> <p>TG U6: 31</p>
2.RF.4.4 Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., <i>through, tough; Jan., Fri.</i>).	<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, FS10, FS11, FS12, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p>
2.RF.4.5 Know and use common word families when reading unfamiliar words (e.g., <i>-ale, -est, -ine, -ock</i>).	<p>TG U2: FS6, FS7, FS8, FS10, FS11, FS12, FS13, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25</p> <p>TG U3: FS6, FS7, FS8, FS9, FS10, FS11, FS18, FS19</p> <p>TG U4: FS6, FS7, FS8, FS9, FS22, FS23, FS24, FS25</p> <p>TG U5: FS6, FS7, FS8, FS9</p>
2.RF.4.6 Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., <i>kitten's, sisters'</i>), and compound words.	<p>TG U2: FS14, FS15, FS16, FS17</p> <p>TG U3: FS22, FS23, FS24, FS25</p> <p>TG U4: 133, FS2, FS3, FS4, FS5</p> <p>TG U5: 173, 203, FS10, FS11, FS12, FS13, FS14, FS15, FS16</p> <p>TG U6: FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25</p>

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Fluency	
2.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	TG U1: 27, 47, 67, 77, 87, 97, 127, 167, 177, 187, 217, 227, 247, 267, 277 TG U2: 17, 47, 67, 97, 127, 177, 187, 197, 227, 247, 267, 277 TG U3: 17, 67, 97, 117, 127, 177, 197, 217, 247, 267, 277 TG U4: 27, 77, 117, 177, 197, 247, 277 TG U5: 17, 87, 97, 177, 187, 197 TG U6: 27, 77, 87, 97, 177, 197, 217, 227, 247
READING: Literature	
There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.	
Learning Outcome	
2.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	TG U1: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 175, 255 TG U2: 15, 25, 35, 45, 55, 65, 75, 95, 115, 125 TG U3: 15, 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
Key Ideas and Textual Support	
2.RL.2.1 Ask and answer questions (e.g., <i>who was the story about; why did an event happen; where did the story happen</i>) to demonstrate understanding of main idea and key details in a text.	TG U1: 92-94, 95-97 TG U2: 222-224, 225-227, 232-233 TG U3: 82-84, 85-87 TG U5: 232, 233, 252, 253, 256-257
2.RL.2.2 Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	TG U2: 92-94, 95-97, 274, 275-277 TG U3: 222-224, 225-227 TG U4: 72-74, 75-77, 84, 85-87 TG U5: 252-254, 255-257 TG U6: 112-114, 116-117

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2.RL.2.3 Describe how characters in a story respond to major events and how characters affect the plot.	TG U1: 12-14, 15-17, 42-44, 45-47, 63, 86-87, 122-124, 125-127, 236-237 TG U2: 32-34, 37, 52-54, 56-57, 82-84, 86-87 TG U3: 242-244, 245-247 TG U4: 22-24, 25-27, 32-33, 42-44, 45-47, 92-94, 95-97 TG U5: 222-224, 225-227, 242-243 TG U6: 72-74, 75-77
2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	For related content, please see: TG U1: 107 TG U2: 66, 73 TG U4: 42
Structural Elements and Organization	
2.RL.3.1 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	TG U1: 22-24, 25-27, 55-57, 75-77, 132-134, 135, 232-234, 235, 237 TG U2: 12-14, 15-17, 42-44, 45-47, 62-64, 65-67, 72-74, 75-77 TG U3: 222-224, 225-227 TG U4: 102-104, 105-107, 132-134 TG U5: 244, 245-247 TG U6: 102-104, 105-107
2.RL.3.2 Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	TG U1: 52-54, 55-57, 72-74 TG U2: 122-124, 125-127, 252-254, 255-257 TG U3: 112-114, 116-117, 242-244, 245-247 TG U4: 12-14, 15-17, 34, 82-83 TG U5: 222-224, 225-227, 234 TG U6: 72-74, 75-77
Synthesis and Connection of Ideas	
2.RL.4.1 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	TG U1: 32-34, 35, 62-64, 66-67, 82-84, 86-87, 96-97, 104, 105-107 TG U2: 22-24, 25-27, 84, 86-87, 102-104, 105-107, 114, 116-117 TG U3: 252-254, 255-257 TG U4: 116, 126 TG U5: 247, 274, 275-277 TG U6: 92-94, 95-97

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2.RL.4.2 Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	For related content, please see: TG U4: 112-114, 115-117 TG U5: 272-274, 277
READING: Nonfiction	
There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.	
Learning Outcome	
2.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	TG U1: 165, 185, 195, 205, 265 TG U2: 165, 175, 185, 195, 205, 215 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
Key Ideas and Textual Support	
2.RN.2.1 Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.	TG U1: 182-184, 185-187, 212-213, 222-223 TG U2: 192-194, 195-197, 202-204, 206-207 TG U3: 22-24, 25-27, 52-54, 55-57, 192-194, 214, 215-217 TG U4: 172-173, 234 TG U5: 24, 25-27, 182-183 TG U6: 52-54, 55-57
2.RN.2.2 Identify the main idea of a multiparagraph text and the topic of each paragraph.	TG U1: 162-163, 172-174, 176-177 TG U2: 172-174, 175-177 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

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2.RN.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.	TG U1: 192-194, 195-197 TG U2: 214, 215-217 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
Structural Elements and Organization	
2.RN.3.1 Use various text features (e.g., <i>table of contents, index, headings, captions</i>) to locate key facts or information and explain how they contribute to and clarify a text.	TG U1: 164, 165-167, 202-204, 205-207, 223-224, 225-227 TG U2: 182-184, 186-187, 202-203, 205-206, 212-214, 215-217 TG U3: 12-14, 15-17, 32-34, 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
2.RN.3.2 Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.	TG U1: 192-194, 195-197 TG U4: 264, 265-267 TG U5: 172-174, 175-177 TG U6: 194, 195-197, 202-204, 205-207
2.RN.3.3 Identify what the author wants to answer, explain, or describe in the text.	TG U1: 252-254, 255-257 TG U2: 162-164, 165-167 TG U3: 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
Synthesis and Connection of Ideas	
2.RN.4.1 Describe how an author uses facts to support specific points in a text.	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

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2.RN.4.2 Compare and contrast the most important points presented by two texts on the same topic.	TG U1: 262-264, 266-267 TG U2: 262-264, 266-267, 272-274, 275-277 TG U3: 37, 122-124, 126-127 TG U4: 272-274, 275-277 TG U5: 122-124, 125-127, 134, 135, 262-263 TG U6: 262-264, 265-267, 272-274, 275-277
2.RN.4.3 <i>Standard begins at sixth grade.</i>	This standard begins at sixth grade according to the Indiana Academic Standards for English Language Arts.
READING: Vocabulary	
There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.	
Learning Outcome	
2.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	This objective is addressed throughout. See, for example: TG U1: 14, 24, 34, 44, 54, 94, 164, 174, 194, 204, 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
Vocabulary Building	
2.RV.2.1 Use context clues (e.g., <i>words and sentence clues</i>) and text features (e.g., <i>table of contents, headings</i>) to determine the meanings of unknown words.	TG U1: 13, 65, 93, 113, 123, 214, 216-217 TG U2: 103, 225 TG U3: 187 TG U4: 47, 93, 194, 196, 233 TG U5: 54, 57, 193 TG U6: 115, 193, 217

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2.RV.2.2 Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., <i>change, duck</i>).	TG U1: 39, 123, 133, 183, 193, 203, 233, 253, 263, 373 TG U2: 43, 63, 123, 163, 173, 183, 193 TG U3: 163, 173, 183, 203, 223, 233, 243, 263, 273 TG U4: 43, 93, 123, 243, 263 TG U5: 103 TG U6: 93, 163, 180-181, 193, 213, 253, 259
2.RV.2.3 <i>Standard begins at sixth grade.</i>	This standard begins at sixth grade according to the Indiana Academic Standards for English Language Arts.
2.RV.2.4 Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.	TG U1: 216 TG U5: 163 TG U6: 110-111, 220-221, 230-231, 240-241
2.RV.2.5 Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases.	TG U1: 216-217, 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
Vocabulary in Literature and Nonfiction Texts	
2.RV.3.1 Recognize that authors use words (e.g., <i>regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms</i>) to provide rhythm and meaning in a story, poem, or song.	TG U1: 32, 112-114, 116-117 TG U2: 62 TG U3: 72-74, 76-77, 262-263, 266-267 TG U4: 13, 23, 33, 252-254, 255-257 TG U5: 112-114, 116-117, 183, 233 TG U6: 23, 193, 203
2.RV.3.2 Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.	TG U1: 214, 215-217 TG U2: 194, 195-197 TG U3: 272-274, 275-277 TG U4: 192-194, 195-197 TG U5: 54, 55-57 TG U6: 34
2.RV.3.3 <i>Standard begins at third grade.</i>	This standard begins at third grade according to the Indiana Academic Standards for English Language Arts.

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WRITING	
Guiding Principle: <i>Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.</i>	
WRITING	
There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.	
Learning Outcome	
2.W.1 Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.	This objective is addressed throughout. See, for example: TG U1: 18-20, 48-50, 88-90, 108-110, 178-180, 268-270 TG U2: 28-30, 58-60, 118-120, 168-170, 198-200, 258-260, 278-280 TG U3: 18-20, 38-40, 98-100, 208-210, 258-260 TG U4: 38-40, 68-70, 98-100, 188-190, 208-210, 268-270 TG U5: 28-30, 58-60, 88-90, 128-130, 168-170, 198-200, 228-230 TG U6: 18-20, 38-40, 58-60, 88-90, 168-170, 198-200, 228-230
Handwriting	
2.W.2.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person.	For related content, please see: TG U1: TR55-TR57 TG U2: TR55-TR57 TG U3: TR55-TR57 TG U4: TR55-TR57 TG U5: TR55-TR57 TG U6: TR55-TR57
2.W.2.2 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>ReadyGEN, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.</i>

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Writing Genres: Argumentative, Informative, and Narrative	
2.W.3.1 Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.	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, 78-80, 208-210, 228-230
2.W.3.2 Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.	TG U1: 178-180, 188-190, 208-210, 238-240, 248-250, 258-260 TG U3: 18-20, 98-100, 168-170 TG U4: 168-170, 178-180, 218-220, 248-250, 258-260
2.W.3.3 Develop topics for friendly letters, stories, poems, and other narrative purposes that –	
<ul style="list-style-type: none"> • Include a beginning. 	TG U1: 68-70, 142-149 TG U2: 142-149 TG U5: 188-190, 248-250, 268-270
<ul style="list-style-type: none"> • Use temporal words to signal event order (e.g., <i>first of all</i>). 	TG U1: 78-80, 98-100, 142-149 TG U2: 48-50, 118-120, 142-149 TG U4: 58-60, 68-70, 142-149 TG U5: 188-190, 282-289
<ul style="list-style-type: none"> • Provide details to describe actions, thoughts, and feelings. 	TG U1: 18-20 TG U2: 18-20, 38-40, 108-110, 128-130, 142-149 TG U4: 48-50, 98-100, 142-149 TG U5: 282-289
<ul style="list-style-type: none"> • Provide an ending. 	TG U1: 142-149 TG U2: 68-70, 78-80, 142-149 TG U4: 128-130, 142-149 TG U5: 208-210, 248-250, 268-270, 282-289

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The Writing Process	
2.W.4 Apply the writing process to –	
<ul style="list-style-type: none"> Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., <i>organization, sentence structure, word choice</i>); edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>); and provide feedback to other writers. 	<p>TG U1: 108-110, 118-120, 128-130, 145, 278-280, 285</p> <p>TG U2: 98-100, 138-140, 145, 228-230, 240, 278-280, 285</p> <p>TG U3: 138-140, 145, 198-200, 268-270, 285</p> <p>TG U4: 118-120, 130, 138-140, 145, 180, 278-280, 285</p> <p>TG U5: 130, 138-140, 145, 258-260, 268-270, 278-280, 285</p> <p>TG U6: 118-120, 128-130, 138-140, 145, 228-260, 258-260, 268-270, 278-280, 285</p>
<ul style="list-style-type: none"> Use available technology to publish legible documents. 	<p>TG U1: 20, 40, 70, 90, 110, 130, 140, 180, 200, 220, 240, 250, 260, 270</p> <p>TG U2: 20, 40, 60, 70, 90, 130, 190, 210, 240, 260, 270, 280</p> <p>TG U3: 30, 50, 70, 90, 140, 144, 210, 230, 240, 250, 257, 260, 270, 284</p> <p>TG U4: 40, 50, 80, 100, 120, 140, 144, 170, 190, 210, 230, 240, 257, 284</p> <p>TG U5: 30, 90, 100, 107, 120, 140, 144, 170, 180, 210, 230, 257, 284</p> <p>TG U6: 20, 40, 70, 80, 107, 120, 140, 144, 200, 220, 240, 257, 260, 284, 288</p>
The Research Process: Finding, Assessing, Synthesizing, and Reporting Information	
2.W.5 With support, conduct short research on a topic.	
<ul style="list-style-type: none"> Find information on a topic of interest (e.g., <i>cardinals</i>). 	<p>TG U1: 248-250</p> <p>TG U3: 58-60, 78-80, 88-90, 118-120, 128-130, 258-260</p> <p>TG U4: 188-190, 238-240</p>
<ul style="list-style-type: none"> Identify various visual and text reference sources 	<p>TG U1: 248-250</p> <p>TG U3: 58-60, 88-90, 128-130</p> <p>TG U4: 178-180, 238-240, 282-289</p>
<ul style="list-style-type: none"> Organize, summarize, and present the information, choosing from a variety of formats 	<p>TG U3: 58-60, 78-80, 88-90, 118-120, 128-130, 138-140, 142-149</p> <p>TG U4: 188-190, 238-240</p>

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Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling	
2.W.6.1 Demonstrate command of English grammar and usage, focusing on:	
2.W.6.1a Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.	TG U1: 30-31, 50-51, 60-61, 120-121 TG U2: 20-21, 30-31, 50-51, 60-61 TG U3: 20-21, 30-31, 40-41, 50-51, 60-61 TG U4: 20-21, 30-31, 50-51, 60-61 TG U5: 20-21, 30-31, 40-41, 50-51, 60-61
2.W.6.1b Verbs –	
<ul style="list-style-type: none"> Writing sentences that use the past tense of frequently occurring irregular verbs. 	TG U1: 90-91, 100-101, 110-111 TG U4: 90-91, 100-101, 110-111
<ul style="list-style-type: none"> Understanding the functions of different types of verbs (e.g., <i>action</i>, <i>linking</i>) in sentences. 	For related content, please see: TG U1: 70-71 TG U2: 110-111 TG U4: 80-81
2.W.6.1c Adjectives/ Adverbs – Writing sentences that use adjectives and adverbs.	TG U1: 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
2.W.6.1d Prepositions – <i>Standard begins at fourth grade.</i>	This standard begins at fourth grade according to the Indiana Academic Standards for English Language Arts.
2.W.6.1e Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	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

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2.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:	
2.W.6.2a Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.	TG U1: 30-31, 128-130 TG U3: 20-21, 30-31, 40-41, 50-51, 60-61 TG U4: 20-21, 30-31
2.W.6.2b Punctuation –	
<ul style="list-style-type: none"> Correctly using a period, question mark, or exclamation mark at the end of a sentence. 	TG U3: 198 TG U4: 139, 278 TG U5: 138 TG U6: 278
<ul style="list-style-type: none"> Using an apostrophe to form contractions and singular possessive nouns. 	TG U1: 23, 53, 270-271, 280-281 TG U2: 20-21, 40-41 TG U4: 260-261, 270-271, 280-281 TG U5: 40-41 TG U6: 103
<ul style="list-style-type: none"> Using commas in greetings and closings of letters, dates, and to separate items in a series. 	TG U2: 170-171, 230-231, 240-241, 250-251, 260-261 TG U3: 239 TG U5: 59
2.W.6.2c Spelling –	
<ul style="list-style-type: none"> Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. 	TG U6: 20-21, 30-31, 40-41, 50-51, 60-61
<ul style="list-style-type: none"> Generalizing learned spelling patterns (e.g., <i>word families</i>) when writing words. 	TG U5: 139 TG U6: 20-21, 30-31, 40-41, 50-51, 60-61
<ul style="list-style-type: none"> Correctly spelling common irregularly-spelled grade-appropriate high frequency words. 	For related content, please see: TG U2: 102, 112, 122 TG U3: 52 TG U5: 192, 202, 222 TG U6: 192

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<u>SPEAKING AND LISTENING</u>	
Guiding Principle: <i>Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.</i>	
<u>SPEAKING AND LISTENING</u>	
There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.	
Learning Outcome	
2.SL.1 Listen actively and adjust the use of spoken language (e.g., <i>conventions, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	TG U1: 148, 288 TG U4: 210 TG U5: 288 TG U6: 288
Discussion and Collaboration	
2.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	This objective is addressed throughout. See, for example: TG U1: 14, 34, 54, 64, 84, 114, 134, 184, 214, 224, 234, 244, 254, 264, 274 TG U2: 44, 84, 164, 174, 254, 264, 274 TG U3: 14, 64, 124, 174, 194, 224, 244, 254, 264, 274 TG U4: 54, 74, 104, 114, 124, 134, 194, 204, 214, 224 TG U5: 14, 24, 44, 74, 104, 164, 204, 214, 224, 234 TG U6: 54, 64, 74, 84, 94, 134, 174, 184, 244
2.SL.2.2 <i>Standard begins in third grade.</i>	This standard begins in third grade according to the Indiana Academic Standards for English Language Arts.

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2.SL.2.3 Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.	TG U1: 12, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 162, 172, 192, 202, 232, 242, 252, 262 TG U2: 42, 62, 72, 82, 102, 132, 162, 172, 182, 192, 202, 212, 222, 242, 252, 262, 272 TG U3: 22, 32, 52, 62, 92, 112, 122, 164, 172, 212, 214, 232, 242, 252, 262, 272 TG U4: 32, 42, 62, 72, 92, 172, 182, 192, 202, 212, 222, 242, 262, 272 TG U5: 12, 22, 32, 52, 82, 92, 102, 104, 132, 162, 202, 222, 242, 252, 262 TG U6: 32, 42, 52, 72, 82, 102, 112, 132, 162, 172, 212, 242, 252, 262, 272
2.SL.2.4 Ask for clarification and further explanation as needed about the topics and texts under discussion.	TG U2: 194, 226, 232, 246 TG U3: 84,193, 203 TG U4: 234 TG U6: 62
2.SL.2.5 Build on others’ talk in conversations by linking comments to the remarks of others.	TG U5: 74 TG U6: 122
Comprehension	
2.SL.3.1 Determine the purpose for listening (e.g., <i>to obtain information, to enjoy humor</i>) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.	For related content, please see: TG U1: 92-94, 95-97, 252-254, 255-257 TG U2: 162-164, 165-167 TG U3: 132-134, 194, 195-197 TG U5: 104, 105-107, 262-264, 265-267 TG U6: 93, 133
2.SL.3.2 Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.	TG U1: 120, 148, 288 TG U3: 218 TG U6: 288
Presentation of Knowledge and Ideas	
2.SL.4.1 Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.	TG U1: 70, 80, 140, 148, 288 TG U2: 40, 60, 70, 80, 110, 120, 130, 140 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: 210, 220, 250, 260, 270, 288

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2.SL.4.2 Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.	TG U1: 40, 230, 240, 280, 288 TG U2: 20, 80, 220 TG U3: 110, 140, 190, 220, 240, 288 TG U4: 110, 130, 170, 200, 220, 284 TG U5: 80, 220, 230, 240 TG U6: 50, 288
2.SL.4.3 Give and follow multi-step directions.	TG U2: 144, 284 TG U3: 284 TG U4: 144, 284 TG U5: 144, 284 TG U6: 144, 284
<u>MEDIA LITERACY</u>	
Guiding Principle: <i>Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.</i>	
<u>MEDIA LITERACY</u>	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
2.ML.1 Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.	For related content, please see: TG U1: 198-200, 252-254, 255-257 TG U2: 162-164, 165-167 TG U3: 18-20, 132-134, 194, 195-197 TG U5: 102-104, 105-107, 262-264, 265-267 TG U6: 132-134, 135, 136, 162-164, 166-167, 222-224, 225-227, 264, 265-267
Media Literacy	
2.ML.2.1 Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	For related content, please see: TG U1: 198-200, 252-254, 255-257 TG U2: 162-164, 165-167 TG U3: 18-20, 132-134, 194, 195-197 TG U5: 102-104, 105-107, 262-264, 265-267 TG U6: 132-134, 135, 136, 162-164, 166-167, 222-224, 225-227, 264, 265-267
2.ML.2.2 <i>Standard begins in fifth grade.</i>	This standard begins in fifth grade according to the Indiana Academic Standards for English Language Arts.