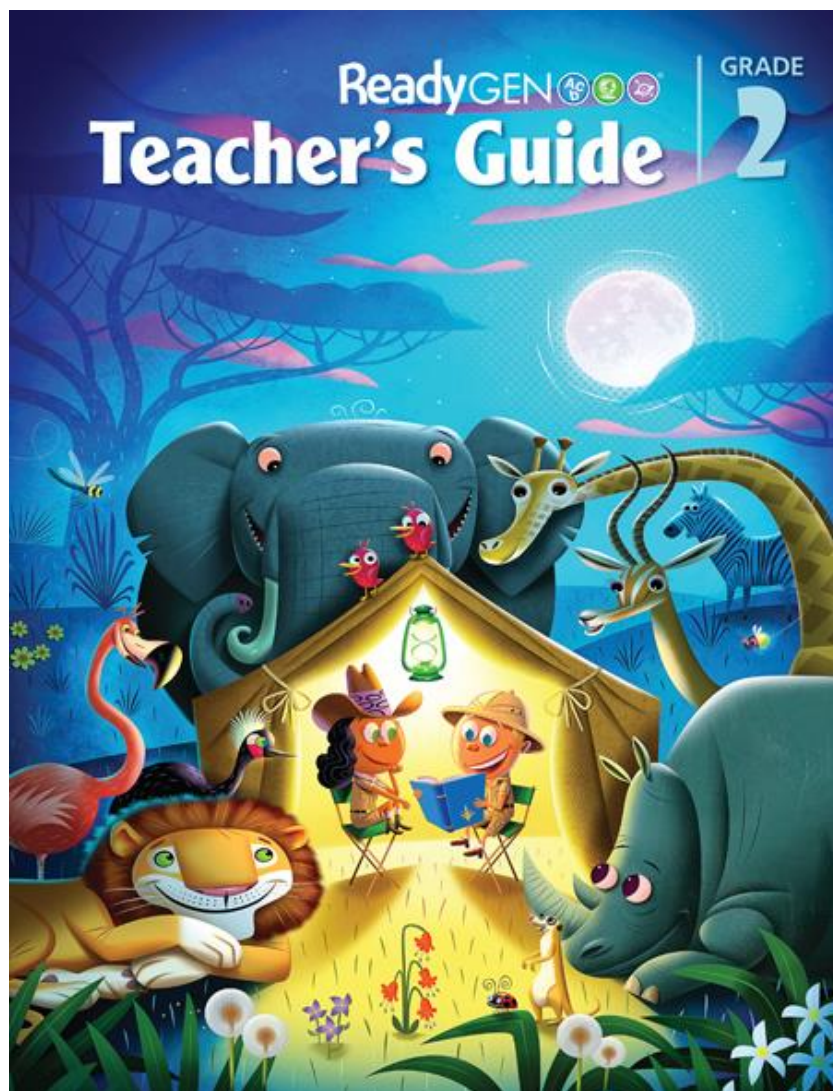


A Correlation of



To the

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

A Correlation of ReadyGEN to the Common Core State Standards for English Language Arts Grade 2

Introduction

This document demonstrates how **ReadyGEN** meets 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.

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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Common Core State Standards for English Language Arts	ReadyGEN Grade 2
Reading Standards for Literature	
Key Ideas and Details	
RL.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	TG U1: 13-14, 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
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	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
RL.2.3 Describe how characters in a story respond to major events and challenges.	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
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.	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
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	TG U1: 22-24, 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
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	TG U1: 52-54, 72-74, 124, 125, 137 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

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Integration of Knowledge and Ideas	
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	TG U1: 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
RL.2.8 (Not applicable to literature)	Not applicable according to Common Core State Standards for English Language Arts
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	For related content please see: TG U4: 112-114, 115-117 TG U5: 272, 273
Range of Reading and Level of Text Complexity	
RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TG U1: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 175, 215, 225, 255 TG U2: 15, 25, 35, 45, 55, 65, 75, 95, 115, 125 TG U3: 15, 25, 225, 235, 245, 255 TG U4: 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
Reading Standards for Informational Texts	
Key Ideas and Details	
RI.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and how to demonstrate understanding of key details in a text.	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
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	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

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RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	TG U1: 192-194 TG U2: 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
Craft and Structure	
RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	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
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	TG U1: 162-164, 166-167, 192-193, 202-204, 206-207, 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
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	TG U1: 182-184, 186-187, 192-193, 202-203, 252-254, 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
Integration of Knowledge and Ideas	
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	TG U1: 163-164, 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

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RI.2.8 Describe how reasons support specific points the author makes in a text.	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
RI.2.9 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, 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
Range of Reading and Level of Text Complexity	
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TG U1: 165, 185, 195, 205, 235, 265 TG U2: 165, 175, 185, 195, 205, 215, 265 TG U3: 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
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.	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, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25
RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.	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

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RF.2.3.b Know spelling sound correspondences for additional common vowel teams.	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
RF.2.3.c Decode regularly spelled two-syllable words with long vowels.	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
RF.2.3.d Decode words with common prefixes and suffixes.	TG U4: 133 TG U5: 173, 203, FS11, FS13, FS15, FS17 TG U6: FS19, FS21, FS23, FS25
RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.	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
RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.	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
Fluency	
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	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

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RF.2.4.a Read grade-level text with purpose and understanding.	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
RF.2.4.b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	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
RF.2.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG U1: 13, 65, 113, 123 TG U2: 267 TG U3: 47, 187 TG U4: 47 TG U5: 47, 227 TG U6: 127
Writing Standards	
Text Types and Purposes	
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.	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
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	TG U1: 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

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W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	TG U1: 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
Production and Distribution of Writing	
W.2.4 (Begins in Grade 3)	Not applicable according to Common Core State Standards for English Language Arts
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	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
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.	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
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
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
W.2.9 (Begins in Grade 4)	Not applicable according to Common Core State Standards for English Language Arts

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Range of Writing	
W.2.10 (Begins in Grade 4)	Not applicable according to Common Core State Standards for English Language Arts
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.	TG U1: 14, 34, 54, 64, 84, 114, 134, 184, 214, 224, 234, 244, 254, 264, 274 TG U2: 42, 82, 162, 172, 182, 192, 194, 202, 204, 212, 214, 252, 262, 272 TG U3: 12, 62, 122, 162, 192, 222, 242, 252, 262, 272 TG U4: 34, 42, 114, 122, 134, 192, 202, 212, 222 TG U5: 12, 22, 32, 74, 102, 104, 164, 204, 214, 234, 262 TG U6: 42, 52, 72, 82, 94, 184, 224, 262, 272
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).	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
SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.	TG U5: 74 TG U6: 122
SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.	TG U2: 144, 162, 182, 232 TG U3: 26, 84, 86, 214, 216 TG U4: 173, 234 TG U5: 182 TG U6: 62
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	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
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.	TG U3: 218 TG U6: 260, 288

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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.	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
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	TG U1: 26-27, 29, 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
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	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
Language Standards	
Conventions of Standard English	
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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 TG U2: 20-21, 40-41, 60-61, 80-81, 100-101, 120-121, 140-141, 170-171 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 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 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 TG U6: 120-121, 130-131, 140-141, 260-261, 270-271, 280-281
L.2.1.a Use collective nouns (e.g., <i>group</i>).	TG U1: 60-61 TG U4: 60-61
L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	TG U1: 50-51 TG U4: 50-51 TG U5: 31

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L.2.1.c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	TG U1: 140-141 TG U4: 140-141
L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	TG U1: 90-91, 100-101, 110-111 TG U2: 48-50, 108-111 TG U4: 90-91, 100-101, 110-111
L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.	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
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>).	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
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	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
L.2.2.a Capitalize holidays, product names, and geographic names.	TG U1: 30-31, 128-130 TG U3: 20-21, 30-31, 40-41, 50-51, 60-61 TG U4: 30-31
L.2.2.b. Use commas in greetings and closings of letters.	TG U2: 230-231, 240-241, 250-251 TG U3: 239 TG U5: 59 TG U6: 200
L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.	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

**A Correlation of ReadyGEN to the
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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>).	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
L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	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
Knowledge of Language	
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	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 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 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 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 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 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
L.2.3.a Compare formal and informal uses of English.	TG U1: 259 TG U2: 223 TG U3: 240-241, 250-251, 270-271, 280-281 TG U4: 257 TG U6: 83

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Common Core State Standards for English Language Arts	ReadyGEN Grade 2
Vocabulary Acquisition and Use	
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.	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
L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	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
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>).	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
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>).	TG U1: 216-217 TG U5: 163 TG U6: 110-111, 220-221, 230-231, 240-241
L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	TG U3: FS22, FS23, FS24, FS25 TG U4: 203, 213, FS2, FS3, FS4, FS5 TG U5: 23, 95 TG U6: 53, 70-71, 80-81, 133
L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	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
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	TG U1: 39 TG U2: 123, 173, 193 TG U3: 193, 203 TG U4: 243 TG U6: 180-181, 259
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>).	TG U1: 201

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Common Core State Standards for English Language Arts	ReadyGEN Grade 2
L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	TG U1: 39-40 TG U2: 103 TG U6: 33, 120-121, 130-131, 140-141
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	TG U1: 14, 24, 34, 44, 54, 94, 164, 174, 194, 204, 220, 230, 234 TG U2: 14, 24, 34, 44, 54, 64, 94, 134, 164, 174, 184, 224, 234, 244, 254 TG U3: 14, 24, 34, 44, 54, 64, 94, 104, 114, 124, 184, 244 TG U4: 14, 24, 34, 44, 64, 74, 84, 94, 104, 124, 134, 214, 244, 254, 274 TG U5: 14, 44, 54, 64, 84, 104, 124, 164, 184, 204, 224, 244, 264, 274 TG U6: 14, 24, 44, 54, 104, 114, 124, 164, 184, 194, 234, 244, 254, 264, 274

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