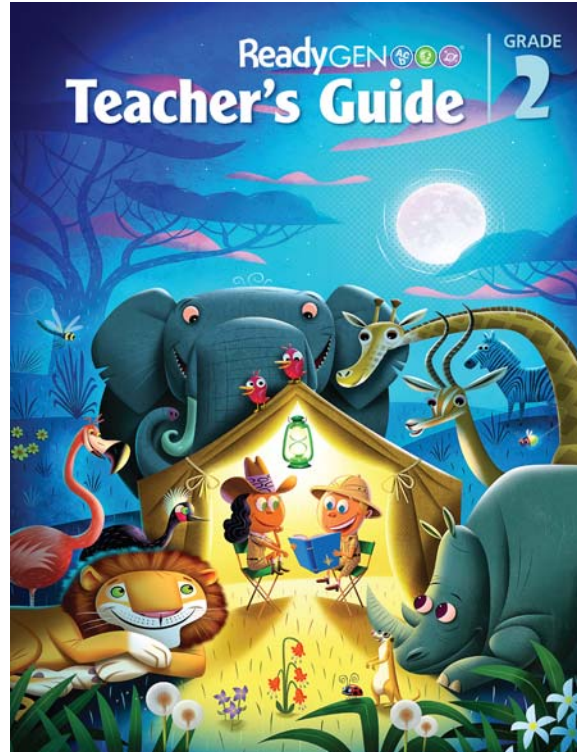


A Correlation of

**ReadyGEN**  
Grade 2, © 2016



To the

**Nevada Academic  
Content Standards in  
English Language Arts  
Grade 2**

**ReadyGEN, ©2016, to the  
Nevada Academic Content Standards in English Language Arts  
Grade 2**

**Introduction**

This document demonstrates how *ReadyGEN, © 2016* meets the Nevada Academic Content Standards in 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 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

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.  
**Savvas™** and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**ReadyGEN, ©2016, to the  
Nevada Academic Content Standards in English Language Arts  
Grade 2**

**Table of Contents**

<b>Reading Standards for Literature .....</b>	<b>4</b>
<b>Reading Standards for Informational Texts.....</b>	<b>6</b>
<b>Reading Standards for Foundational Skills .....</b>	<b>8</b>
<b>Writing Standards .....</b>	<b>11</b>
<b>Speaking and Listening Standards .....</b>	<b>13</b>
<b>Language Standards.....</b>	<b>15</b>

**ReadyGEN, ©2016, to the  
Nevada Academic Content Standards in English Language Arts  
Grade 2**

Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 2
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
<b>RL.2.1</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	<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
<b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<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
<b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.	<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>Craft and Structure</b>	
<b>RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<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
<b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<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

**ReadyGEN, ©2016, to the  
Nevada Academic Content Standards in English Language Arts  
Grade 2**

<b>Nevada Academic Content Standards in English Language Arts</b>	<b>ReadyGEN, ©2016 Grade 2</b>
<b>RL.2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<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
<b>Integration of Knowledge and Ideas</b>	
<b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<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
<b>RL.2.8</b> (Not applicable to literature)	Not applicable according to the Nevada Academic Content Standards in English Language Arts
<b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>TG U4:</b> 112-114, 115-116, 116-117 <b>TG U5:</b> 272 <b>TG U6:</b> 272
<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.2.10</b> 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.	<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

**ReadyGEN, ©2016, to the  
Nevada Academic Content Standards in English Language Arts  
Grade 2**

Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 2
<b>Reading Standards for Informational Texts</b>	
<b>Key Ideas and Details</b>	
<b>RI.2.1</b> Ask and answer such questions as <i>who, what, where, when, why</i> , and how to demonstrate understanding of key details in a text.	<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
<b>RI.2.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<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
<b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<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
<b>Craft and Structure</b>	
<b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	<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

**ReadyGEN, ©2016, to the  
Nevada Academic Content Standards in English Language Arts  
Grade 2**

<b>Nevada Academic Content Standards in English Language Arts</b>	<b>ReadyGEN, ©2016 Grade 2</b>
<b>RI.2.5</b> 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.	<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
<b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<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
<b>Integration of Knowledge and Ideas</b>	
<b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<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
<b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.	<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
<b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.	<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

**ReadyGEN, ©2016, to the  
Nevada Academic Content Standards in English Language Arts  
Grade 2**

<b>Nevada Academic Content Standards in English Language Arts</b>	<b>ReadyGEN, ©2016 Grade 2</b>
<b>Range of Reading and Level of Text Complexity</b>	
<b>RI.2.10</b> 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.	<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
<b>Reading Standards for Foundational Skills</b>	
<b>Phonics and Word Recognition</b>	
<b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>TG U1:</b> FS2-4, FS4-6, FS6-7, FS10-12, FS14-15, FS16-18, FS18-20, FS23-25 <b>TG U2:</b> 2-3, 6-7, 10-11, 14-16, 18-20, 22-24 <b>TG U3:</b> 2-4, 6-8, 10-11, 14-15, 18-20, 22-24 <b>TG U4:</b> FS2-4, FS6-8, FS10-12, FS14-16, FS18-20, FS22, FS24-26 <b>TG U5:</b> FS2-4, FS6-8, FS10-11, FS14-16, FS18-20, FS22-24 <b>TG U6:</b> FS2-4, FS6, FS10-12, FS14-16, FS18-19, FS22-24
<b>RF.2.3.a</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.	<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
<b>RF.2.3.b</b> Know spelling sound correspondences for additional common vowel teams.	<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
<b>RF.2.3.c</b> Decode regularly spelled two-syllable words with long vowels.	<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



**ReadyGEN, ©2016, to the  
Nevada Academic Content Standards in English Language Arts  
Grade 2**

<b>Nevada Academic Content Standards in English Language Arts</b>	<b>ReadyGEN, ©2016 Grade 2</b>
<b>RF.2.3.d</b> Decode words with common prefixes and suffixes.	<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
<b>RF.2.3.e</b> Identify words with inconsistent but common spelling-sound correspondences.	<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
<b>RF.2.3.f</b> Recognize and read grade-appropriate irregularly spelled words.	<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

**ReadyGEN, ©2016, to the  
Nevada Academic Content Standards in English Language Arts  
Grade 2**

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

**ReadyGEN, ©2016, to the  
Nevada Academic Content Standards in English Language Arts  
Grade 2**

Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 2
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
<b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section.	<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>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<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>W.2.3</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.	<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
<b>Production and Distribution of Writing</b>	
<b>W.2.4</b> (Begins in Grade 3)	Not applicable according to the Nevada Academic Content Standards in English Language Arts
<b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<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

**ReadyGEN, ©2016, to the  
Nevada Academic Content Standards in English Language Arts  
Grade 2**

<b>Nevada Academic Content Standards in English Language Arts</b>	<b>ReadyGEN, ©2016 Grade 2</b>
<b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<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
<b>Research to Build and Present Knowledge</b>	
<b>W.2.7</b> 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).	<b>TG U1:</b> 18-20, 48-49, 58-60 <b>TG U2:</b> 18-20, 38-40, 68-70, 198-200, 238-240 <b>TG U3:</b> 118-120, 128-130, 258-260 <b>TG U4:</b> 98-100, 198-200, 228-230, 238-240, 268-270 <b>TG U5:</b> 98-100, 108-110, 118-120 <b>TG U6:</b> 38-40, 68-70, 88-90, 98-100, 208-210
<b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.	<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
<b>W.2.9</b> (Begins in Grade 4)	Not applicable according to the Nevada Academic Content Standards in English Language Arts
<b>Range of Writing</b>	
<b>W.2.10</b> (Begins in Grade 4)	Not applicable according to the Nevada Academic Content Standards in English Language Arts

**ReadyGEN, ©2016, to the  
Nevada Academic Content Standards in English Language Arts  
Grade 2**

Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 2
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
<b>SL.2.1</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	<b>TG U1:</b> 14, 34, 54, 64, 84, 114, 134, 184, 214, 224, 234, 244, 254, 264, 274 <b>TG U2:</b> 42, 82, 162, 172, 182, 192, 194, 202, 204, 212, 214, 252, 262, 272 <b>TG U3:</b> 242, 252, 262, 272 <b>TG U4:</b> 34, 42, 114, 122, 134, 192, 202, 212, 222 <b>TG U5:</b> 12, 22, 32, 74, 102, 104, 164, 204, 214 <b>TG U6:</b> 42, 52, 72, 82, 94, 184, 224, 262, 272
<b>SL.2.1.a</b> 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).	<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
<b>SL.2.1.b</b> Build on others' talk in conversations by linking their comments to the remarks of others.	<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
<b>SL.2.1.c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.	<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

**ReadyGEN, ©2016, to the  
Nevada Academic Content Standards in English Language Arts  
Grade 2**

<b>Nevada Academic Content Standards in English Language Arts</b>	<b>ReadyGEN, ©2016 Grade 2</b>
<b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<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
<b>SL.2.3</b> 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.	<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
<b>Presentation of Knowledge and Ideas</b>	
<b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<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
<b>SL.2.5</b> 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.	<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
<b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<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

**ReadyGEN, ©2016, to the  
Nevada Academic Content Standards in English Language Arts  
Grade 2**

Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 2
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
<b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>TG U1:</b> 20, 40, 60, 80, 100, 120, 140, 170, 180, 200, 220, 230, 240, 250, 270 <b>TG U2:</b> 21, 41, 61, 81, 101, 121, 141, 171-172, 201-203, 231-233, 251-252, 261-262, 271-273, 281-283 <b>TG U3:</b> 31, 61, 71, 91, 111, 131, 171, 191, 211, 231, 241, 251, 261, 271, 281 <b>TG U4:</b> 21, 31, 51, 71, 101, 121, 171, 191, 211, 221, 231, 241, 251, 271, 281 <b>TG U5:</b> 41, 51, 81, 91, 111, 121, 141, 181, 201, 211, 221, 251, 261, 271, 281 <b>TG U6:</b> 121, 131, 141, 171, 181, 191, 201, 211, 260-261, 270-271, 280-282
<b>L.2.1.a</b> Use collective nouns (e.g., <i>group</i> ).	<b>TG U1:</b> 60-61 <b>TG U4:</b> 60-62
<b>L.2.1.b</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).	<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
<b>L.2.1.c.</b> Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).	<b>TG U1:</b> 140-141 <b>TG U4:</b> 140-142
<b>L.2.1.d</b> Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).	<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
<b>L.2.1.e</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.	<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

**ReadyGEN, ©2016, to the  
Nevada Academic Content Standards in English Language Arts  
Grade 2**

<b>Nevada Academic Content Standards in English Language Arts</b>	<b>ReadyGEN, ©2016 Grade 2</b>
<b>L.2.1.f</b> 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> ).	<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
<b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>TG U1:</b> 30-31, 51-53, 118-120, 128-130, 278-280 <b>TG U2:</b> 99-100, 130-132, 145-147, 250-251, 285-287 <b>TG U3:</b> 20-21, 30-31, 40-41, 50-51, 140-142, 210-212 <b>TG U4:</b> 30-31, 40-41, 100-102, 140-142, 260-261, 270-271, 280-282 <b>TG U5:</b> 139, 145, 279, 281-282, 285-287 <b>TG U6:</b> 20-21, 30-31, 40-41, 50-51, 60-61, 100, 138-139, 279
<b>L.2.2.a</b> Capitalize holidays, product names, and geographic names.	<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
<b>L.2.2.b.</b> Use commas in greetings and closings of letters.	<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
<b>L.2.2.c</b> Use an apostrophe to form contractions and frequently occurring possessives.	<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



**ReadyGEN, ©2016, to the  
Nevada Academic Content Standards in English Language Arts  
Grade 2**

<b>Nevada Academic Content Standards in English Language Arts</b>	<b>ReadyGEN, ©2016 Grade 2</b>
<b>L.2.2.d</b> Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).	<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
<b>L.2.2.e</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<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
<b>Knowledge of Language</b>	
<b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>TG U1:</b> 20, 30, 50, 60, 80, 90, 120, 130, 170, 180, 200, 210, 220, 230, 250 <b>TG U2:</b> 30, 50, 70, 90, 110, 140, 180, 190, 200, 220, 240, 260, 280, 282 <b>TG U3:</b> 40, 60, 80, 100, 130, 170, 200, 210, 230, 250, 270, 280 <b>TG U4:</b> 20, 50, 70, 90, 110, 140, 180, 190, 210, 220, 230, 240, 260, 270 <b>TG U5:</b> 20, 40, 60, 110, 170, 190, 200, 220, 230, 240, 250, 260, 270, 280 <b>TG U6:</b> 30, 50, 70, 80, 90, 110, 130, 170, 190, 210, 230, 250, 220, 180
<b>L.2.3.a</b> Compare formal and informal uses of English.	<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

**ReadyGEN, ©2016, to the  
Nevada Academic Content Standards in English Language Arts  
Grade 2**

Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 2
<b>Vocabulary Acquisition and Use</b>	
<b>L.2.4</b> 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.	<b>TG U1:</b> 14-16, 64-65, 94, 123, 133, 174, 183, 193, 203, 216, 224, 233, 254, 263 <b>TG U2:</b> 43, 63, 163, 183 <b>TG U3:</b> 83, 163, 173, 183, 223, 233, 243, 263, 273 <b>TG U4:</b> 43, 47, 93, 123, 193 <b>TG U5:</b> 103 <b>TG U6:</b> 34, 111, 217, 221, 231, 241, 93, 163, 181, 193, 213, 253
<b>L.2.4.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.	<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
<b>L.2.4.b</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> ).	<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
<b>L.2.4.c</b> 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> ).	<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
<b>L.2.4.d</b> 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> ).	<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

**ReadyGEN, ©2016, to the  
Nevada Academic Content Standards in English Language Arts  
Grade 2**

<b>Nevada Academic Content Standards in English Language Arts</b>	<b>ReadyGEN, ©2016 Grade 2</b>
<b>L.2.4.e</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<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
<b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.	<b>TG U1:</b> 39 <b>TG U2:</b> 123, 173, 193 <b>TG U3:</b> 193 <b>TG U4:</b> 243 <b>TG U5:</b> 243 <b>TG U6:</b> 181, 259
<b>L.2.5.a</b> Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).	<b>TG U1:</b> 201 <b>TG U6:</b> 121, 171, 178, 181, 191, 201
<b>L.2.5.b</b> Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).	<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
<b>L.2.6</b> 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> ).	<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