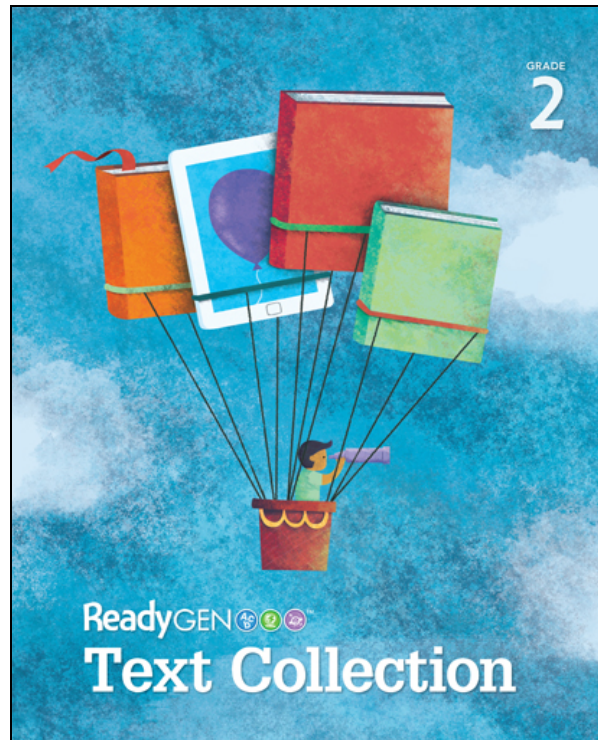


A Correlation of  
**Pearson  
ReadyGEN**  
© 2014



To

**Webb's Depth of Knowledge (DOK)  
Levels of Reading and the  
Common Core State Standards  
Grade 2**

**A Correlation of Pearson ReadyGEN, ©2014  
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the  
Common Core State Standards for English Language Arts  
Grade 2**

**Introduction**

This document demonstrates how Pearson *ReadyGEN*, ©2014 meets the **Webb’s Depth of Knowledge (DOK) Levels of Reading and the Common Core State Standards**. Correlation page references are to the Unit Module Teacher’s Guides and Phonics Teacher’s Guide (K-3) or Word Analysis Teacher’s Guide (Grades 4-5).

**ReadyGEN** is a comprehensive, K-5 literacy curriculum of topically-related text sets and routines-based instruction. ReadyGEN is being created with the goal of equipping all teachers and students with the tools and practices necessary to meet the new expectations of the Common Core Standards and the Publisher’s Criteria. Lessons are designed on the principles of the gradual release of responsibility framework with the goal of building independent readers and writers. At the heart of ReadyGEN is reciprocity between reading and writing to promote student thinking and understanding through citation of text-based evidence. Students are taught to carefully analyze and synthesize sources, write to sources, and defend claims.

**Program Organization**

ReadyGEN is organized around unit modules (six units in grades K-2; four units in grades 3-5) with a focus on science and social studies standards-based topics. Text sets, comprised of full length and shorter authentic pieces of literary and informational trade books and texts, are used to build knowledge around these topics for sustained periods of time. All texts are aligned to the complexity requirements outlined in the Common Core Standards, ensuring that all students interact with appropriate grade-level texts. Teachers will have access to a variety of scaffolded strategies to help support all learners.

**A Correlation of Pearson ReadyGEN, ©2014  
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the  
Common Core State Standards for English Language Arts  
Grade 2**

**Table of Contents**

|   |           |
|---|-----------|
| <b>Reading Standards for Literature .....</b>         | <b>4</b>  |
| <b>Reading Standards for Informational Text .....</b> | <b>6</b>  |
| <b>Reading Standards: Foundational Skills .....</b>   | <b>8</b>  |
| <b>Writing Standards .....</b>                        | <b>10</b> |
| <b>Speaking and Listening Standards .....</b>         | <b>12</b> |
| <b>Language Standards.....</b>                        | <b>14</b> |

**A Correlation of Pearson ReadyGEN, ©2014  
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the  
Common Core State Standards for English Language Arts  
Grade 2**

| Webb’s Depth of Knowledge and the<br>Common Core State Standards<br>for English Language Arts   | Pearson ReadyGEN, ©2014<br>Grade 2  |
|---|---|
| <b>Reading Standards for Literature</b>   |   |
| <b>Key Ideas and Details</b>  |   |
| <p><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.</p> <p><b>DOK:</b> Level 1</p>      | <p><b>TG U1:</b> 23, 32, 43, 52, 63, 72, 83, 123<br/> <b>TG U2:</b> 13, 43, 63, 72, 103, 122, 133, 225<br/> <b>TG U3:</b> 73, 83, 85, 86, 87, 93, 112, 123, 223, 236, 237<br/> <b>TG U4:</b> 13, 22, 33, 36, 42, 73, 93, 113, 123, 136<br/> <b>TG U5:</b> 113, 222, 223, 235, 236, 237, 242, 243, 252, 253, 272<br/> <b>TG U6:</b> 72, 73, 82, 83, 92, 93</p> |
| <p><b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>DOK:</b> Level 1</p>                   | <p><b>TG U1:</b> 252, 255, 257<br/> <b>TG U2:</b> 95, 96, 97, 132<br/> <b>TG U4:</b> 75, 76, 77, 78–81<br/> <b>TG U5:</b> 233, 255, 256, 257, 264, 266, 267</p>   |
| <p><b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>DOK:</b> Level 1</p>  | <p><b>TG U1:</b> 15, 17, 35, 57, 105, 115, 137<br/> <b>TG U2:</b> 13, 18, 35, 37, 57, 83, 85, 110, 245, 247<br/> <b>TG U3:</b> 85, 92, 95<br/> <b>TG U4:</b> 45, 46, 47, 48–49, 80, 96, 97, 98–99, 100–101<br/> <b>TG U5:</b> 222, 243, 247, 256, 257, 266, 267<br/> <b>TG U6:</b> 75, 76, 77, 78–79, 82, 83</p>  |
| <b>Craft and Structure</b>  |   |
| <p><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.</p> <p><b>DOK:</b> Level 1</p> | <p><b>TG U1:</b> 33, 43, 75, 85, 105, 122, 252<br/> <b>TG U2:</b> 32, 62, 96, 232<br/> <b>TG U3:</b> 72, 75, 76, 77, 263, 266, 273, 275, 276, 277<br/> <b>TG U4:</b> 53, 63, 93, 113, 123, 252, 253, 256–257<br/> <b>TG U5:</b> 113, 115, 116, 117, 243<br/> <b>TG U6:</b> 73, 85, 86, 87</p>   |
| <p><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.</p> <p><b>DOK:</b> Level 1</p>     | <p><b>TG U1:</b> 25, 27, 67, 85, 86, 87, 235<br/> <b>TG U2:</b> 15, 16, 17, 45, 47, 65, 67, 75, 76, 77<br/> <b>TG U3:</b> 95, 96, 97, 225, 226, 227<br/> <b>TG U4:</b> 55, 56, 57, 58–61, 105, 107, 135<br/> <b>TG U5:</b> 238–239, 245, 246, 247</p>   |

**A Correlation of Pearson ReadyGEN, ©2014  
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the  
Common Core State Standards for English Language Arts  
Grade 2**

| <b>Webb’s Depth of Knowledge and the<br/>Common Core State Standards<br/>for English Language Arts</b>   | <b>Pearson ReadyGEN, ©2014<br/>Grade 2</b>  |
|--|---|
| <p><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.</p> <p><b>DOK:</b> Level 2</p>  | <p><b>TG U1:</b> 33, 48–49, 50, 51, 52, 57, 73, 75, 91, 135</p> <p><b>TG U2:</b> 14, 43, 44, 47, 125, 127</p> <p><b>TG U3:</b> 98–99, 115, 116, 117, 245, 246, 247</p> <p><b>TG U4:</b> 15, 16, 17, 18–21, 35, 36, 37, 38–41, 85, 86, 87, 88–91</p> <p><b>TG U5:</b> 223, 225, 226, 227, 228–229, 230–231</p>   |
| <b>Integration of Knowledge and Ideas</b>  |   |
| <p><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.</p> <p><b>DOK:</b> Level 1</p>   | <p><b>TG U1:</b> 65, 83, 93, 103, 105, 107, 113, 123, 125</p> <p><b>TG U2:</b> 13, 23, 35, 37, 43, 55, 75, 93, 105, 106, 107</p> <p><b>TG U3:</b> 233, 235, 236, 255, 256, 257</p> <p><b>TG U4:</b> 25, 28–31, 55, 57, 58–61, 68–71, 83, 103, 105</p> <p><b>TG U5:</b> 253, 273, 275, 276, 277</p> <p><b>TG U6:</b> 93, 95, 96, 97</p>  |
| <p><b>RL.2.8</b> (Not applicable to literature)</p>  | Not applicable according to the Common Core Standards for English Language Arts   |
| <p><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.</p> <p><b>DOK:</b> Level 2</p>  | <p><b>TG U4:</b> 115, 116–117, 125, 126, 127</p>  |
| <b>Range of Reading and Level of Text Complexity</b>   |   |
| <p><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.</p> <p><b>DOK:</b> Level 1</p> | <p><b>TG U1:</b> 12, 26, 42, 46, 72, 96, 102, 126, 132</p> <p><b>TG U2:</b> 22, 26, 42, 46, 62, 76, 82, 96, 102, 122, 126</p> <p><b>TG U3:</b> 76, 92, 102, 122, 126, 132, 222, 232, 246, 262</p> <p><b>TG U4:</b> 12, 26, 46, 52, 76, 82, 96, 102, 126, 132</p> <p><b>TG U5:</b> 112, 222, 226, 232, 242, 246, 252, 272, 276</p> <p><b>TG U6:</b> 72, 76, 82, 86, 92, 96, 102, 106</p> |

**A Correlation of Pearson ReadyGEN, ©2014  
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the  
Common Core State Standards for English Language Arts  
Grade 2**

| Webb’s Depth of Knowledge and the<br>Common Core State Standards<br>for English Language Arts  | Pearson ReadyGEN, ©2014<br>Grade 2   |
|--|--|
| <b>Reading Standards for Informational Text</b>  |  |
| <b>Key Ideas and Details</b>   |  |
| <p><b>RI.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.</p> <p><b>DOK:</b> Level 1</p> | <p><b>TG U1:</b> 173, 182, 203, 213, 227, 243, 262, 273</p> <p><b>TG U2:</b> 163, 170, 173, 175, 178, 195, 225, 226, 227</p> <p><b>TG U3:</b> 12, 26, 33, 55, 62, 63, 173, 215, 216, 217</p> <p><b>TG U4:</b> 183, 203, 216–217, 223, 234, 235, 236–237, 238–241, 243, 265</p> <p><b>TG U5:</b> 12, 22, 32, 42, 53, 63, 83, 123, 178–181, 263</p> <p><b>TG U6:</b> 102, 113, 123, 136–137, 163, 173, 192, 212, 223, 242, 262</p> |
| <p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>DOK:</b> Level 1</p>                              | <p><b>TG U1:</b> 183, 203, 215</p> <p><b>TG U2:</b> 163, 166, 275, 276, 277, 278</p> <p><b>TG U3:</b> 16, 43, 53, 165, 167, 168–169, 193, 197, 203, 205</p> <p><b>TG U4:</b> 175, 176, 177, 208–211, 215, 216–217, 218–221</p> <p><b>TG U5:</b> 13, 15, 16, 17, 35, 213</p> <p><b>TG U6:</b> 13, 15, 16, 17, 18–19, 20, 21</p>   |
| <p><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.</p> <p><b>DOK:</b> Level 2</p>   | <p><b>TG U1:</b> 195, 197</p> <p><b>TG U3:</b> 43, 45, 47, 48–49, 105, 106, 107, 108–109, 123, 125, 127</p> <p><b>TG U4:</b> 185, 186–187, 188–191, 205, 206–207, 265, 268–269</p> <p><b>TG U5:</b> 176, 177, 185, 186, 187, 205, 206, 207</p> <p><b>TG U6:</b> 33, 35, 38–39, 44, 116, 135, 195, 196, 197, 205, 206, 207, 255, 256, 257</p>   |
| <b>Craft and Structure</b>   |  |
| <p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>DOK:</b> Level 1</p>  | <p><b>TG U1:</b> 183, 193, 203, 275</p> <p><b>TG U2:</b> 173, 175, 177, 183, 193</p> <p><b>TG U3:</b> 34, 44, 73, 173, 183, 193, 203, 213, 273, 275</p> <p><b>TG U4:</b> 163, 173, 183, 193, 203, 223, 233, 243, 253</p> <p><b>TG U5:</b> 33, 43, 63, 83, 103, 123, 133, 173, 203, 213</p> <p><b>TG U6:</b> 43, 53, 63, 113, 173, 185, 186, 187, 188–189, 203, 223, 245, 246, 247</p>  |

**A Correlation of Pearson ReadyGEN, ©2014  
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the  
Common Core State Standards for English Language Arts  
Grade 2**

| <b>Webb’s Depth of Knowledge and the<br/>Common Core State Standards<br/>for English Language Arts</b>   | <b>Pearson ReadyGEN, ©2014<br/>Grade 2</b>  |
|--|---|
| <p><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.</p> <p><b>DOK:</b> Level 1</p> | <p><b>TG U1:</b> 165, 166, 167, 168–169, 183, 185, 187, 203, 205, 225</p> <p><b>TG U2:</b> 163, 165, 166, 167, 173, 175, 210, 211, 212, 215, 217</p> <p><b>TG U3:</b> 15, 16, 17, 23, 28–29, 33, 38–39, 53, 63, 65, 178–179</p> <p><b>TG U4:</b> 163, 165, 166–167, 175, 176–177, 198–201, 225, 226–227, 228–231, 245, 246–247</p> <p><b>TG U5:</b> 85, 87, 88–89, 90, 165, 167, 168–169, 170, 195, 196</p> <p><b>TG U6:</b> 163, 215, 216, 217</p> |
| <p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>DOK:</b> Level 2</p>  | <p><b>TG U1:</b> 175, 198–199, 200, 201, 203, 213, 255</p> <p><b>TG U2:</b> 173, 185, 186, 187, 188–189, 206, 207</p> <p><b>TG U3:</b> 18–19, 135, 136, 193, 195, 196, 197</p> <p><b>TG U4:</b> 167, 204, 205, 206, 207, 208–211, 278–279</p> <p><b>TG U5:</b> 25, 26, 27, 55, 56, 57, 105, 106, 107, 265, 266, 267</p> <p><b>TG U6:</b> 25, 26, 27, 28–29, 67, 126, 165, 166, 167, 217, 265</p>  |
| <b>Integration of Knowledge and Ideas</b>  |   |
| <p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>DOK:</b> Level 2</p>  | <p><b>TG U1:</b> 166–167, 185, 203, 205, 213, 223</p> <p><b>TG U2:</b> 263</p> <p><b>TG U3:</b> 173, 185, 186, 187, 188–189</p> <p><b>TG U4:</b> 163, 195, 196, 197, 225, 226, 227, 244, 245, 247</p> <p><b>TG U5:</b> 75, 77, 78–79, 183, 203, 215, 217, 275, 276, 277</p> <p><b>TG U6:</b> 23, 173, 183, 203, 233, 243</p>  |
| <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>DOK:</b> Level 2</p>   | <p><b>TG U2:</b> 188–189, 193, 194, 218–219, 260</p> <p><b>TG U3:</b> 198–199, 205, 206, 207</p> <p><b>TG U4:</b> 218–221, 233</p> <p><b>TG U5:</b> 45, 46, 47, 65, 66, 67, 95, 96, 97, 98–99</p> <p><b>TG U6:</b> 55, 56, 57, 58–59, 60, 61, 175, 176, 177, 235</p>  |

**A Correlation of Pearson ReadyGEN, ©2014  
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the  
Common Core State Standards for English Language Arts  
Grade 2**

| <b>Webb’s Depth of Knowledge and the<br/>Common Core State Standards<br/>for English Language Arts</b>  | <b>Pearson ReadyGEN, ©2014<br/>Grade 2</b>   |
|---|--|
| <p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>DOK:</b> Level 2</p>  | <p><b>TG U1:</b> 223, 263, 265, 267, 270<br/> <b>TG U2:</b> 265, 273, 275, 276, 277<br/> <b>TG U4:</b> 207, 265, 266–267, 273, 275, 276, 277<br/> <b>TG U5:</b> 108–109, 110, 111, 120, 121, 123, 125, 126, 127, 133, 135<br/> <b>TG U6:</b> 114, 115, 116, 117</p>  |
| <b>Range of Reading and Level of Text Complexity</b>  |  |
| <p><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.</p> <p><b>DOK:</b> Level 1</p> | <p><b>TG U1:</b> 162, 176, 182, 196, 202, 222, 226, 272, 276<br/> <b>TG U2:</b> 162, 172, 176, 192, 212, 226, 232, 246, 262, 276<br/> <b>TG U3:</b> 12, 32, 52, 132, 162, 176, 182, 196, 202, 272<br/> <b>TG U4:</b> 162, 176, 182, 196, 212, 226, 232, 246, 252, 276<br/> <b>TG U5:</b> 12, 32, 46, 52, 76, 96, 172, 212, 226, 272<br/> <b>TG U6:</b> 22, 46, 52, 112, 126, 172, 176, 196, 202, 226, 242, 272</p> |
| <b>Reading Standards: Foundational Skills</b>   |  |
| <b>Phonics and Word Recognition</b>   |  |
| <p><b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>DOK:</b> Level 1</p>  | <p><b>TG Phonics:</b> 12, 28, 44, 56, 60, 72, 80, 100, 104, 116, 128, 136, 164</p>   |
| <p><b>RF.2.3.a</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p><b>DOK:</b> Level 1</p>  | <p><b>TG Phonics:</b> 10, 11, 12, 14, 15, 19, 22, 26, 30, 71, 74, 75, 78, 79, 86, 87, 88, 90</p>   |
| <p><b>RF.2.3.b</b> Know spelling-sound correspondences for additional common vowel teams.</p> <p><b>DOK:</b> Level 1</p>  | <p><b>TG Phonics:</b> 102, 103, 104, 106, 107, 112, 118, 122, 123, 124, 142, 143, 144, 146</p>   |
| <p><b>RF.2.3.c</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>DOK:</b> Level 1</p>   | <p><b>TG Phonics:</b> 18, 30, 31, 32, 71, 75, 79, 87, 114, 115</p>   |



**A Correlation of Pearson ReadyGEN, ©2014  
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the  
Common Core State Standards for English Language Arts  
Grade 2**

| <b>Webb’s Depth of Knowledge and the<br/>Common Core State Standards<br/>for English Language Arts</b>  | <b>Pearson ReadyGEN, ©2014<br/>Grade 2</b>   |
|---|--|
| <p><b>RF.2.3.d</b> Decode words with common prefixes and suffixes.</p> <p><b>DOK:</b> Level 1</p>   | <p><b>TG Phonics:</b> 126, 127, 128, 130, 131, 132, 133, 146, 162, 163, 164, 166</p>   |
| <p><b>RF.2.3.e</b> Identify words with inconsistent but common spelling-sound correspondences.</p> <p><b>DOK:</b> Level 1</p>                           | <p><b>TG Phonics:</b> 74, 78, 102, 106, 107, 122</p>   |
| <p><b>RF.2.3.f</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>DOK:</b> Level 1</p>                                       | <p><b>TG Phonics:</b> 11, 19, 27, 31, 47, 55, 75, 95, 103, 115, 123, 135, 155</p>  |
| <b>Fluency</b>  |  |
| <p><b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>DOK:</b> Level 1</p>                                     | <p><b>TG U1:</b> 26, 46, 76, 96, 126, 176, 196, 205, 246, 255, 276<br/> <b>TG U2:</b> 26, 46, 76, 96, 126, 176, 196, 226, 246, 276<br/> <b>TG U3:</b> 26, 46, 76, 96, 126, 176, 196, 226, 246, 276<br/> <b>TG U4:</b> 26, 76, 96, 176, 226, 246, 276<br/> <b>TG U5:</b> 26, 46, 76, 96, 126, 196, 226, 246<br/> <b>TG U6:</b> 26, 46, 76, 96, 126, 176, 196, 226, 246, 276</p> |
| <p><b>RF.2.4.a</b> Read grade-level text with purpose and understanding.</p> <p><b>DOK:</b> Level 1</p>   | <p><b>TG U2:</b> 76–77<br/> <b>TG U3:</b> 26–27<br/> <b>TG U4:</b> 126–127<br/> <b>TG U5:</b> 53, 63, 102, 126–127, 246–247<br/> <b>TG U6:</b> 46–47, 276–277</p>  |
| <p><b>RF.2.4.b.</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>DOK:</b> Level 1</p> | <p><b>TG U1:</b> 26, 126, 176, 196, 226, 246, 276<br/> <b>TG U2:</b> 26, 46, 96, 126, 196, 226, 246, 276<br/> <b>TG U3:</b> 26, 96, 126, 176, 196, 226, 246, 276<br/> <b>TG U4:</b> 26, 76, 176, 196, 226, 246, 276<br/> <b>TG U5:</b> 26, 76, 96, 176, 196, 226, 276<br/> <b>TG U6:</b> 46, 96, 126, 176, 226, 246, 276</p>   |

**A Correlation of Pearson ReadyGEN, ©2014  
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the  
Common Core State Standards for English Language Arts  
Grade 2**

| <b>Webb’s Depth of Knowledge and the<br/>Common Core State Standards<br/>for English Language Arts</b>  | <b>Pearson ReadyGEN, ©2014<br/>Grade 2</b>   |
|---|--|
| <p><b>RF.2.4.c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>DOK:</b> Level 2</p>   | <p><b>TG U2:</b> 176<br/> <b>TG U3:</b> 46<br/> <b>TG U4:</b> 46<br/> <b>TG U5:</b> 46, 226<br/> <b>TG U6:</b> 126</p>   |
| <b>Writing Standards</b>  |  |
| <b>Text Types and Purposes</b>  |  |
| <p><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.</p> <p><b>DOK:</b> Level 3</p> | <p><b>TG U2:</b> 128–131, 138–141, 198–201, 228–231, 238–241, 248–251, 258–261, 268–271<br/> <b>TG U3:</b> 98–101, 198–201, 208–211<br/> <b>TG U4:</b> 48–51, 248–251<br/> <b>TG U5:</b> 18–21, 28–31, 28–41, 58–61, 78–81, 98–101, 108–111, 128–131, 142–149<br/> <b>TG U6:</b> 48–51, 58–61, 68–71, 98–101, 118–121, 142–149, 198–201, 208–211, 218–221, 282–289</p>                       |
| <p><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.</p> <p><b>DOK:</b> Level 3</p>   | <p><b>TG U1:</b> 168–171, 178–181, 198–201, 208–211, 218–221, 228–231, 248–251, 258–261<br/> <b>TG U3:</b> 128–131, 138–141, 142–149, 168–171, 178–181, 188–191, 218–221, 228–231, 238–241, 282–289<br/> <b>TG U4:</b> 168–171, 178–181, 188–191, 198–201, 208–211, 218–221, 228–231, 238–241, 268–271, 282–289<br/> <b>TG U6:</b> 18–21, 28–31, 38–41, 128–131</p>                          |
| <p><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.</p> <p><b>DOK:</b> Level 3</p>   | <p><b>TG U1:</b> 18–21, 28–31, 38–41, 58–61, 78–81, 98–101, 118–121, 142–149<br/> <b>TG U2:</b> 18–21, 28–31, 48–51, 58–61, 78–81, 88–91, 98–101, 108–111, 118–121, 142–149<br/> <b>TG U4:</b> 18–21, 28–31, 38–41, 68–71, 78–81, 98–101, 108–111, 128–131, 138–141, 142–149<br/> <b>TG U5:</b> 168–171, 178–181, 188–191, 198–201, 208–211, 218–221, 228–231, 238–241, 268–271, 282–289</p> |

**A Correlation of Pearson ReadyGEN, ©2014  
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the  
Common Core State Standards for English Language Arts  
Grade 2**

| <b>Webb’s Depth of Knowledge and the<br/>Common Core State Standards<br/>for English Language Arts</b>  | <b>Pearson ReadyGEN, ©2014<br/>Grade 2</b>  |
|---|---|
| <b>Production and Distribution of Writing</b>   |   |
| <b>W.2.4</b> (Begins in grade 3)  | Not applicable according to the Common Core Standards for English Language Arts   |
| <p><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.</p> <p><b>DOK:</b> Level 3</p>                            | <p><b>TG U1:</b> 128–129, 130, 131, 140, 141, 278–279, 280, 281</p> <p><b>TG U2:</b> 98–99, 100, 101, 120, 121, 138–139, 140, 141, 230, 231, 280, 281</p> <p><b>TG U3:</b> 138–139, 140, 141, 208–209, 268–269, 270, 271, 280, 281</p> <p><b>TG U4:</b> 128–129, 130, 131, 138–139, 140, 141, 280, 281</p> <p><b>TG U5:</b> 128–129, 130, 131, 138–139, 140, 141, 145, 210, 211, 258–259, 260, 261, 278–279, 280–281</p> <p><b>TG U6:</b> 100, 101, 128–129, 130, 138–139, 140, 268–269, 270, 271, 278–279, 280</p> |
| <p><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.</p> <p><b>DOK:</b> Level 3</p>           | <p><b>TG U1:</b> 21, 51, 81, 101, 141, 171, 201, 211, 231, 261</p> <p><b>TG U2:</b> 41, 61, 101, 111, 141, 181, 201, 221, 241, 271</p> <p><b>TG U3:</b> 31, 71, 111, 171, 191, 201, 221, 231, 261, 271</p> <p><b>TG U4:</b> 21, 41, 81, 111, 141, 181, 201, 221, 261, 281</p> <p><b>TG U5:</b> 31, 51, 71, 91, 121, 171, 191, 211, 231, 251, 271</p> <p><b>TG U6:</b> 21, 61, 81, 111, 121, 181, 201, 241, 261, 281</p>   |
| <b>Research to Build and Present Knowledge</b>  |   |
| <p><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).</p> <p><b>DOK:</b> Level 4</p> | <p><b>TG U1:</b> 20, 50, 70, 90, 120, 170, 180, 210, 230, 240</p> <p><b>TG U2:</b> 20, 40, 60, 70, 110, 180, 200, 220, 240, 250</p> <p><b>TG U3:</b> 20, 78–79, 130, 142–149, 180, 190, 220, 230, 240, 260</p> <p><b>TG U4:</b> 70, 90, 120, 170, 180, 200, 210, 240, 260, 270</p> <p><b>TG U5:</b> 20, 30, 40, 90, 120, 170, 200, 210, 250, 258–259</p> <p><b>TG U6:</b> 50, 90, 110, 120, 170, 180, 200, 230, 270, 280</p>  |

**A Correlation of Pearson ReadyGEN, ©2014  
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the  
Common Core State Standards for English Language Arts  
Grade 2**

| <b>Webb’s Depth of Knowledge and the<br/>Common Core State Standards<br/>for English Language Arts</b>  | <b>Pearson ReadyGEN, ©2014<br/>Grade 2</b>   |
|---|--|
| <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>DOK:</b> Level 4</p>  | <p><b>TG U1:</b> 250, 251, 260<br/> <b>TG U2:</b> 168–169, 170, 180, 181, 190, 198–199<br/> <b>TG U3:</b> 58–59, 60, 61, 78–79, 80, 81, 88–89, 90, 91, 128–129, 142–149, 218–219<br/> <b>TG U4:</b> 220, 238–239, 240, 241<br/> <b>TG U5:</b> 168–169, 170, 171<br/> <b>TG U6:</b> 248–249</p>   |
| <p><b>W.2.9</b> (Begins in grade 4)</p>   | <p>Not applicable according to the Common Core Standards for English Language Arts</p>   |
| <b>Range of Writing</b>   |  |
| <p><b>W.2.10</b> (Begins in grade 4)</p>  | <p>Not applicable according to the Common Core Standards for English Language Arts</p>   |
| <b>Speaking and Listening Standards</b>   |  |
| <b>Comprehension and Collaboration</b>  |  |
| <p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>DOK:</b> Level 1</p>   | <p><b>TG U1:</b> 14, 24, 34, 44, 74, 94, 114, 164, 224, 274<br/> <b>TG U2:</b> 14, 24, 44, 64, 84, 104, 134, 194, 224, 264<br/> <b>TG U3:</b> 14, 24, 54, 84, 104, 134, 174, 214, 244, 264<br/> <b>TG U4:</b> 14, 24, 34, 84, 124, 164, 174, 204, 244, 264<br/> <b>TG U5:</b> 24, 74, 84, 94, 104, 124, 134, 164, 174, 184, 194, 224<br/> <b>TG U6:</b> 74, 84, 124, 134, 164, 174, 204, 214, 264, 274</p> |
| <p><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).</p> <p><b>DOK:</b> Level 1</p> | <p><b>TG U1:</b> 14, 24, 54, 84, 124, 164, 184, 204, 234, 254, 264, 274<br/> <b>TG U2:</b> 204, 264, 274<br/> <b>TG U3:</b> 84, 94, 104, 134, 164, 184, 204, 274<br/> <b>TG U4:</b> 84, 174, 234, 244<br/> <b>TG U5:</b> 84, 104, 124, 174, 184, 194<br/> <b>TG U6:</b> 84, 104, 124, 174, 184, 214, 274</p>   |

**A Correlation of Pearson ReadyGEN, ©2014  
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the  
Common Core State Standards for English Language Arts  
Grade 2**

| <b>Webb’s Depth of Knowledge and the<br/>Common Core State Standards<br/>for English Language Arts</b>  | <b>Pearson ReadyGEN, ©2014<br/>Grade 2</b>  |
|---|---|
| <p><b>SL.2.1.b</b> Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p><b>DOK:</b> Level 1</p>  | <p><b>TG U1:</b> 24, 54, 134, 204, 214, 224<br/> <b>TG U2:</b> 54, 74, 104, 134, 224, 254<br/> <b>TG U3:</b> 54, 114, 164, 204, 224, 254<br/> <b>TG U4:</b> 124, 164<br/> <b>TG U5:</b> 74, 134, 164, 224<br/> <b>TG U6:</b> 64, 74, 164, 234, 254</p>                                  |
| <p><b>SL.2.1.c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>DOK:</b> Level 1</p>  | <p><b>TG U1:</b> 34, 64, 84, 94, 104, 114, 174, 194, 244, 254<br/> <b>TG U2:</b> 34, 44, 64, 114, 124, 174, 234<br/> <b>TG U3:</b> 44, 74, 174, 184, 194, 214, 234, 264<br/> <b>TG U4:</b> 74<br/> <b>TG U5:</b> 24, 64, 94, 194, 204, 214<br/> <b>TG U6:</b> 184, 194, 214, 264</p>    |
| <p><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.</p> <p><b>DOK:</b> Level 1</p>   | <p><b>TG U1:</b> 14, 34, 44, 84, 94, 124, 134, 164, 174, 214, 234, 244<br/> <b>TG U2:</b> 14, 24, 64, 54, 84, 174, 204<br/> <b>TG U3:</b> 34, 64, 184<br/> <b>TG U4:</b> 44, 104, 124, 204, 214, 264<br/> <b>TG U5:</b> 14, 24, 184, 194, 224, 264<br/> <b>TG U6:</b> 114, 184, 194</p> |
| <p><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.</p> <p><b>DOK:</b> Level 1</p> | <p><b>TG U1:</b> 34, 64, 84, 94, 104, 114, 174, 194, 244, 254<br/> <b>TG U2:</b> 34, 44, 64, 114, 124, 164, 234<br/> <b>TG U3:</b> 44, 74, 124, 174, 184, 194, 214, 234, 264<br/> <b>TG U5:</b> 64, 94, 194, 204, 214<br/> <b>TG U6:</b> 184, 194, 214, 224, 244, 264</p>               |
| <b>Presentation of Knowledge and Ideas</b>  |   |
| <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>DOK:</b> Level 1</p>                           | <p><b>TG U2:</b> 184<br/> <b>TG U3:</b> 94, 234<br/> <b>TG U5:</b> 34, 54, 254<br/> <b>TG U6:</b> 44, 54, 94, 204</p>   |

**A Correlation of Pearson ReadyGEN, ©2014  
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the  
Common Core State Standards for English Language Arts  
Grade 2**

| <b>Webb’s Depth of Knowledge and the<br/>Common Core State Standards<br/>for English Language Arts</b>  | <b>Pearson ReadyGEN, ©2014<br/>Grade 2</b>  |
|---|---|
| <p><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.</p> <p><b>DOK:</b> Level 1</p> | <p><b>TG U1:</b> 32, 76, 182, 226, 288<br/> <b>TG U2:</b> 32, 76, 226, 232<br/> <b>TG U3:</b> 26, 96, 196, 226<br/> <b>TG U4:</b> 41, 141, 260, 281<br/> <b>TG U5:</b> 34, 117, 182, 232<br/> <b>TG U6:</b> 32, 92, 182, 232</p>  |
| <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>DOK:</b> Level 1</p>  | <p><b>TG U3:</b> 244<br/> <b>TG U5:</b> 114, 234<br/> <b>TG U6:</b> 94, 134</p>   |
| <b>Language Standards</b>   |   |
| <b>Conventions of Standard English</b>  |   |
| <p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>DOK:</b> Level 1</p>   | <p><b>TG U1:</b> 19, 49, 69, 99, 129, 179, 209, 219, 239, 259<br/> <b>TG U2:</b> 19, 49, 99, 109, 129, 139, 209, 269, 279<br/> <b>TG U3:</b> 59, 79, 109, 139, 169, 189, 209, 229, 269, 279<br/> <b>TG U4:</b> 19, 69, 89, 109, 129, 169, 189, 209, 219, 239<br/> <b>TG U5:</b> 49, 69, 109, 129, 139, 169, 189, 219, 249, 259<br/> <b>TG U6:</b> 119, 129, 139, 169, 189, 209, 269</p> |
| <p><b>L.2.1.a</b> Use collective nouns (e.g., <i>group</i>).</p> <p><b>DOK:</b> Level 1</p>   | <p><b>TG U1:</b> 59, 61<br/> <b>TG U4:</b> 59, 61</p>   |
| <p><b>L.2.1.b</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p><b>DOK:</b> Level 1</p>   | <p><b>TG U1:</b> 49, 51<br/> <b>TG U4:</b> 49, 51</p>   |
| <p><b>L.2.1.c.</b> Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p><b>DOK:</b> Level 1</p>  | <p><b>TG U1:</b> 139, 141<br/> <b>TG U4:</b> 139, 141</p>   |

**A Correlation of Pearson ReadyGEN, ©2014  
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the  
Common Core State Standards for English Language Arts  
Grade 2**

| <b>Webb’s Depth of Knowledge and the<br/>Common Core State Standards<br/>for English Language Arts</b>   | <b>Pearson ReadyGEN, ©2014<br/>Grade 2</b>   |
|--|--|
| <p><b>L.2.1.d</b> Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p><b>DOK:</b> Level 1</p>  | <p><b>TG U1:</b> 89, 91, 99, 101, 109, 111<br/> <b>TG U4:</b> 89, 91, 99, 101, 109<br/> <b>TG U5:</b> 233</p>  |
| <p><b>L.2.1.e</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>DOK:</b> Level 1</p>  | <p><b>TG U1:</b> 169, 179, 189, 199, 209, 219, 229, 239, 249, 259<br/> <b>TG U2:</b> 79, 89, 100, 209, 279<br/> <b>TG U3:</b> 69, 79, 89, 99, 109, 119, 129, 139, 229, 259<br/> <b>TG U4:</b> 169, 179, 189, 199, 209, 219, 229, 239, 249<br/> <b>TG U5:</b> 79, 81, 89, 259, 261, 269, 279</p>  |
| <p><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>).</p> <p><b>DOK:</b> Level 1</p> | <p><b>TG U1:</b> 79<br/> <b>TG U2:</b> 81, 91, 111, 119, 129, 139, 179, 189, 269, 279<br/> <b>TG U3:</b> 119, 129, 139, 221<br/> <b>TG U5:</b> 69, 109, 119, 129, 139, 169, 219, 229, 259, 279<br/> <b>TG U6:</b> 138, 139, 203</p>  |
| <p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>DOK:</b> Level 1</p>  | <p><b>TG U1:</b> 29, 138, 140, 278, 280, 281<br/> <b>TG U2:</b> 19, 39, 100, 169, 189, 209, 229, 249, 281<br/> <b>TG U3:</b> 19, 21, 29, 39, 41, 51, 140, 145, 281, 285<br/> <b>TG U4:</b> 19, 21, 29, 31, 140, 141, 269, 279, 280, 281<br/> <b>TG U5:</b> 19, 29, 39, 138, 140, 145, 280, 281, 285<br/> <b>TG U6:</b> 19, 39, 49, 101, 138–139, 140, 145, 278–279, 280, 285</p> |
| <p><b>L.2.2.a</b> Capitalize holidays, product names, and geographic names.</p> <p><b>DOK:</b> Level 1</p>   | <p><b>TG U1:</b> 29, 140<br/> <b>TG U3:</b> 19, 29, 39, 49</p>   |
| <p><b>L.2.2.b.</b> Use commas in greetings and closings of letters.</p> <p><b>DOK:</b> Level 1</p>   | <p><b>TG U2:</b> 229, 239, 241, 249, 251, 259<br/> <b>TG U3:</b> 240</p>   |

**A Correlation of Pearson ReadyGEN, ©2014  
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the  
Common Core State Standards for English Language Arts  
Grade 2**

| <b>Webb’s Depth of Knowledge and the<br/>Common Core State Standards<br/>for English Language Arts</b>   | <b>Pearson ReadyGEN, ©2014<br/>Grade 2</b>   |
|--|--|
| <p><b>L.2.2.c</b> Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><b>DOK:</b> Level 1</p>  | <p><b>TG U1:</b> 269, 271, 279<br/> <b>TG U2:</b> 19, 29, 31, 39, 41<br/> <b>TG U4:</b> 259, 269, 279<br/> <b>TG U5:</b> 19, 29, 31, 39, 41</p>  |
| <p><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>).</p> <p><b>DOK:</b> Level 1</p> | <p><b>TG U6:</b> 19, 29, 39, 49, 59</p>  |
| <p><b>L.2.2.e</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>DOK:</b> Level 2</p>              | <p><b>TG U1:</b> 138, 140, 141<br/> <b>TG U2:</b> 101, 251<br/> <b>TG U3:</b> 140, 280, 281<br/> <b>TG U4:</b> 140, 141<br/> <b>TG U5:</b> 138, 140<br/> <b>TG U6:</b> 141, 261, 279, 280, 281</p>   |
| <b>Knowledge of Language</b>   |  |
| <p><b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>DOK:</b> Level 1</p>                            | <p><b>TG U1:</b> 29, 59, 79, 99, 119, 139, 169, 209, 239, 269<br/> <b>TG U2:</b> 19, 39, 89, 109, 129, 179, 219, 259, 279<br/> <b>TG U3:</b> 29, 59, 79, 129, 149, 169, 189, 219, 239, 269<br/> <b>TG U4:</b> 19, 39, 59, 89, 109, 119, 129, 139, 189, 229, 259, 279<br/> <b>TG U5:</b> 19, 49, 69, 79, 119, 139, 179, 219, 249, 269<br/> <b>TG U6:</b> 29, 49, 69, 89, 109, 129, 169, 209, 229, 249</p> |
| <p><b>L.2.3.a</b> Compare formal and informal uses of English.</p> <p><b>DOK:</b> Level 2</p>  | <p><b>TG U2:</b> 223<br/> <b>TG U3:</b> 239, 241, 249, 251, 269, 271, 279, 281<br/> <b>TG U4:</b> 223<br/> <b>TG U6:</b> 83</p>  |



**A Correlation of Pearson ReadyGEN, ©2014  
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the  
Common Core State Standards for English Language Arts  
Grade 2**

| <b>Webb’s Depth of Knowledge and the<br/>Common Core State Standards<br/>for English Language Arts</b>  | <b>Pearson ReadyGEN, ©2014<br/>Grade 2</b>  |
|---|---|
| <b>Vocabulary Acquisition and Use</b>   |   |
| <p><b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p><b>DOK:</b> Level 2</p>    | <p><b>TG U1:</b> 23, 33, 53, 73, 83, 103, 113, 123, 183, 193, 203, 233<br/> <b>TG U2:</b> 63, 83, 103, 113, 176, 223, 243<br/> <b>TG U3:</b> 173, 183, 203, 223, 233, 243, 263, 273<br/> <b>TG U4:</b> 53, 83, 123, 163, 183, 203, 213, 233<br/> <b>TG U5:</b> 23, 83, 93, 103, 133, 163, 173, 183, 213, 253<br/> <b>TG U6:</b> 83, 113, 133, 181, 183, 193, 203, 219, 229, 273</p> |
| <p><b>L.2.4.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>DOK:</b> Level 2</p>   | <p><b>TG U1:</b> 23, 43, 73, 123, 163, 173, 193, 213<br/> <b>TG U2:</b> 13, 53, 103, 113, 123, 176, 223<br/> <b>TG U3:</b> 43, 46, 103, 163, 173, 183, 193, 203, 213, 223, 243, 263, 273<br/> <b>TG U4:</b> 46, 53, 73, 83, 123, 163, 173, 183, 193, 233<br/> <b>TG U5:</b> 33, 43, 53, 63, 173, 183, 213<br/> <b>TG U6:</b> 183, 193, 203</p>                                      |
| <p><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>).</p> <p><b>DOK:</b> Level 2</p>                                     | <p><b>TG U3:</b> 183<br/> <b>TG U4:</b> 133<br/> <b>TG U6:</b> 89, 91, 99, 101, 103, 249, 251</p>   |
| <p><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>).</p> <p><b>DOK:</b> Level 2</p>  | <p><b>TG U1:</b> 173, 213, 223<br/> <b>TG U5:</b> 103, 163<br/> <b>TG U6:</b> 109, 111, 219, 229, 239, 243</p>  |
| <p><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>).</p> <p><b>DOK:</b> Level 2</p> | <p><b>TG U1:</b> 186, 203<br/> <b>TG U3:</b> 43<br/> <b>TG U4:</b> 63, 203, 213<br/> <b>TG U5:</b> 93<br/> <b>TG U6:</b> 69, 71, 79, 81, 133, 243</p>   |

**A Correlation of Pearson ReadyGEN, ©2014  
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the  
Common Core State Standards for English Language Arts  
Grade 2**

| <b>Webb’s Depth of Knowledge and the<br/>Common Core State Standards<br/>for English Language Arts</b>  | <b>Pearson ReadyGEN, ©2014<br/>Grade 2</b>   |
|---|--|
| <p><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.</p> <p><b>DOK:</b> Level 2</p>   | <p><b>TG U1:</b> 140, 141, 163, 167, 173, 183, 193, 203, 213<br/> <b>TG U2:</b> 175, 177, 202<br/> <b>TG U3:</b> 83<br/> <b>TG U4:</b> 93, 181<br/> <b>TG U5:</b> 83, 203, 223, 233<br/> <b>TG U6:</b> 43, 53, 259, 269, 270, 271</p>  |
| <p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>DOK:</b> Level 2</p>  | <p><b>TG U1:</b> 43, 275<br/> <b>TG U2:</b> 193<br/> <b>TG U3:</b> 243, 275, 276, 277<br/> <b>TG U4:</b> 243, 273<br/> <b>TG U5:</b> 23, 83, 115, 133, 263<br/> <b>TG U6:</b> 169, 189, 209</p>  |
| <p><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>).</p> <p><b>DOK:</b> Level 2</p>   | <p><b>TG U5:</b> 115, 223<br/> <b>TG U6:</b> 199, 209</p>  |
| <p><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>).</p> <p><b>DOK:</b> Level 2</p>              | <p><b>TG U1:</b> 13, 63, 93<br/> <b>TG U5:</b> 83<br/> <b>TG U6:</b> 85, 87, 119, 129, 139, 181</p>  |
| <p><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>).</p> <p><b>DOK:</b> Level 1</p> | <p><b>TG U1:</b> 36, 58, 105, 107, 114, 134, 171, 179, 214, 264<br/> <b>TG U2:</b> 34, 55, 58, 83, 105, 107, 123, 164, 171, 179, 244<br/> <b>TG U3:</b> 14, 34, 64, 94, 114, 134, 164, 194, 224, 254<br/> <b>TG U4:</b> 24, 54, 74, 94, 114, 134, 184, 234, 254, 274<br/> <b>TG U5:</b> 24, 34, 54, 114, 164, 184, 194, 204, 224, 254<br/> <b>TG U6:</b> 14, 54, 94, 114, 134, 174, 204, 224, 244, 264</p> |