

## A Correlation of



## Grade 1

# To the North Carolina Standard Course of Study for English Language Arts Grade 1

**A Correlation of ReadyGEN, Grade 1 to the  
North Carolina Standard Course of Study for English Language Arts**

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| R Reading  |  |
| <b>RL Reading Literature</b>   |  |
| RL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |  |
| RL.1.1 Ask and answer questions about key details in a text.   | <b>TG U1:</b> 13, 16–17, 53, 63, 73, 84, 86, 93, 113, 123, 133, 136–137<br><b>TG U2:</b> 13, 17, 33, 63, 93, 103, 123, 173, 174, 176, 182, 183<br><b>TG U3:</b> 42, 92–94, 95–97, 102<br><b>TG U4:</b> 92–94, 95–97<br><b>TG U5:</b> 32–34, 43, 63, 73, 123, 133<br><b>TG U6:</b> 83, 85, 93, 192–194, 195–197   |
| RL.2 Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.  |  |
| RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  | <b>TG U1:</b> 14, 16–17, 44, 46–47, 114, 115, 116–117, 124, 126–127<br><b>TG U2:</b> 62–64, 66–67, 102, 122–124, 126–127, 132, 162–164, 166–167, 202–204, 206–207<br><b>TG U3:</b> 12–14, 15–17, 62–64, 65–67, 112–114, 116–117<br><b>TG U4:</b> 12–14, 15–17, 62–64, 66–67, 82–84, 86–87, 112–114, 116–117<br><b>TG U5:</b> 28–30, 37, 38–40, 62–64, 66–67<br><b>TG U6:</b> 62–64, 66–67, 92–94, 96–97, 112–114, 115–117, 132–134, 172–174, 175–177 |
| RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |  |
| RL.1.3 Describe characters, settings, and major events in a story, using key details.  | <b>TG U1:</b> 12–14, 22–24, 26–27, 42–44, 82–84, 94, 96–97, 102–104<br><b>TG U2:</b> 12–14, 16–17, 22–24, 26–27, 32–34, 42–44, 46–47, 104, 106–107<br><b>TG U3:</b> 12–14, 15–17, 22–24, 26–27, 32–34, 52–54, 56–57, 82–84, 85–87<br><b>TG U4:</b> 22–24, 26–27, 62–64, 66–67<br><b>TG U5:</b> 22–24, 25–27, 42–44, 45–47, 52–54, 55–57<br><b>TG U6:</b> 82–84, 85–87, 162–164, 166–167, 212–214, 216–217  |

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| RL.4 Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.  |  |
| RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  | <b>TG U1:</b> 24, 25–27, 84, 86–87<br><b>TG U2:</b> 72–74, 75–77, 94, 95–97, 182–184, 185–187<br><b>TG U3:</b> 42–44, 45–47, 252<br><b>TG U4:</b> 42–44, 45–47, 202<br><b>TG U5:</b> 12–14, 15–17, 32, 182, 202<br><b>TG U6:</b> 74, 75–77, 102–104, 106–107                                       |
| RL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |  |
| RL.1.5 Explain major differences between books that tell stories and books that give information.   | <b>TG U1:</b> 132–134, 137<br><b>TG U2:</b> 272–274, 276–277<br><b>TG U4:</b> 72–74, 76–77<br><b>TG U5:</b> 132, 134, 137<br><b>TG U6:</b> 262–264, 266–267  |
| RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.  |  |
| RL.1.6 Identify who is telling the story at various points in a text.   | <b>TG U3:</b> 72, 74, 76–77<br><b>TG U5:</b> 23<br><b>TG U6:</b> 63, 213   |
| RL.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |  |
| RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.   | <b>TG U1:</b> 22–24, 26–27, 32–34, 35, 84, 85–87, 92–94, 96–97<br><b>TG U2:</b> 22–24, 26–27, 42–44, 45–47, 172–174, 175–177<br><b>TG U3:</b> 22–24, 26–27, 52–54, 56–57, 82–84, 85–87<br><b>TG U4:</b> 52–54, 55–57, 102–104, 105–107<br><b>TG U5:</b> 52–54, 56–57<br><b>TG U6:</b> 72–74, 75–77 |
| RL.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.                           | <b>TG U3:</b> 113–114, 117<br><b>TG U4:</b> 113<br><b>TG U6:</b> 43  |

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| RL.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |   |
| RL.1.9 Compare and contrast the adventures and experiences of characters in stories.   | <b>TG U1:</b> 62–64, 66–67<br><b>TG U2:</b> 104, 106–107, 132–134, 135<br><b>TG U3:</b> 122–124, 125–127<br><b>TG U4:</b> 122–124, 126–127<br><b>TG U6:</b> 122–124, 126–127  |
| RL.10 Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.   |   |
| <b>RL.1.10 With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.</b>   | <b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132<br><b>TG U2:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 162, 182<br><b>TG U3:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 112, 122, 132<br><b>TG U4:</b> 12, 22, 32, 42, 52, 62, 82, 102, 112, 122, 132<br><b>TG U5:</b> 12, 22, 32, 62, 72, 122, 132<br><b>TG U6:</b> 62, 72, 82, 92, 102, 112, 172, 182, 192, 202, 212, 222 |
| <b>RI Informational Text</b>   |   |
| RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |   |
| RI.1.1 Ask and answer questions about key details in a text.   | <b>TG U1:</b> 193–194, 195–197, 223–224, 226–227, 253–254, 256–257, 263–264, 266–267<br><b>TG U2:</b> 222, 226–227, 233, 234, 236–237, 242–243, 252–253<br><b>TG U3:</b> 173, 214, 233, 252–254, 256–257<br><b>TG U4:</b> 262–264, 265–267<br><b>TG U5:</b> 82–84, 85–87, 112–114, 115–117, 162–164, 165–167<br><b>TG U6:</b> 44, 242–243, 252–253, 272–274   |

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| RI.2 Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.   |   |
| RI.1.2 Identify the main topic and retell key details of a text.  | <b>TG U1:</b> 162–163, 182–184, 185–187, 252–254, 256–257<br><b>TG U2:</b> 212–214, 216–217, 262–264, 266–267<br><b>TG U3:</b> 162–164, 166–167, 182–184, 186–187, 252–254, 256–257<br><b>TG U4:</b> 182–184, 185–187<br><b>TG U5:</b> 107, 232–234<br><b>TG U6:</b> 132–134, 242–244, 246–247      |
| RI.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |   |
| RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.  | <b>TG U1:</b> 212–214, 215–217<br><b>TG U2:</b> 242–244, 245–247, 252–254, 255–257<br><b>TG U3:</b> 232–234<br><b>TG U4:</b> 202–204, 205–207, 252–254, 255–257<br><b>TG U5:</b> 92–94, 95–97, 122–124, 126–127<br><b>TG U6:</b> 12–14, 15–17, 232–234, 235   |
| RI.4 Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.  |   |
| RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  | <b>TG U1:</b> 164, 165–167<br><b>TG U2:</b> 223, 233–234<br><b>TG U3:</b> 262–264, 266–267<br><b>TG U4:</b> 162–164, 165–167, 242–244, 245–247<br><b>TG U5:</b> 192–194, 195–197<br><b>TG U6:</b> 44, 252–254, 255–257  |
| RI.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |   |
| RI.1.5 Know and use various text features to locate key facts or information in a text.   | <b>TG U1:</b> 162–163, 172–174, 175–177, 222–224, 226–227<br><b>TG U2:</b> 212–214, 216–217, 222–224, 226–227<br><b>TG U3:</b> 172–174, 176–177<br><b>TG U4:</b> 172–174, 175–177, 192–194, 195–197<br><b>TG U5:</b> 182–184, 185–187, 202–204, 205–207, 242–244, 246–247<br><b>TG U6:</b> 262, 264 |

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| RI.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.  |  |
| RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.                                       | <b>TG U1:</b> 202–204, 206–207<br><b>TG U2:</b> 232–234, 235<br><b>TG U3:</b> 272–274, 276–277<br><b>TG U4:</b> 232–234, 235<br><b>TG U5:</b> 102–104, 106–107<br><b>TG U6:</b> 243  |
| RI.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                   |  |
| RI.1.7 Use the illustrations and details in a text to describe its key ideas.   | <b>TG U1:</b> 262–264, 272–274, 275–277<br><b>TG U2:</b> 222–224, 226–227, 232–234, 235<br><b>TG U3:</b> 253, 256–257, 273<br><b>TG U4:</b> 212–214, 216–217<br><b>TG U5:</b> 172–174, 176–177, 212–214, 215–217, 232–234, 246–247<br><b>TG U6:</b> 22–24, 25–27 |
| RI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |  |
| RI.1.8 With guidance and support, identify the reasons an author gives to support ideas in a text.  | <b>TG U3:</b> 192–194, 196–197, 242–244, 245–247<br><b>TG U6:</b> 52–54, 55–57   |
| RI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.                            |  |
| RI.1.9 Identify basic similarities in and differences between two texts on the same topic.  | <b>TG U1:</b> 242–244, 245–247<br><b>TG U2:</b> 262–264, 267<br><b>TG U3:</b> 202–204, 205–207, 212–214, 215–217<br><b>TG U4:</b> 222–224, 226–227, 272–274, 276–277<br><b>TG U5:</b> 262–264, 266–267, 272–274, 276–277<br><b>TG U6:</b> 122–124, 126–127       |

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| RI.10 Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |  |
| RI.1.10 With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.           | <b>TG U1:</b> 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272<br><b>TG U2:</b> 222, 232, 242, 252, 262, 272<br><b>TG U3:</b> 162, 172, 182, 192, 202, 212, 232, 252, 262, 272<br><b>TG U4:</b> 172, 182, 192, 202, 212, 232, 242, 272<br><b>TG U5:</b> 162, 172, 182, 202, 212, 222, 242, 252, 262<br><b>TG U6:</b> 12, 22, 32, 42, 52, 122, 132, 232, 242, 252, 262, 272 |
| <b>RF Foundational Skills</b>  |  |
| Print Concepts   |  |
| RF.1.1 Demonstrate understanding of the organization and basic features of print.  |  |
| RF.1.1.a Recognize and use capitalization and ending punctuation.  | <b>TG U1:</b> 41, 52, 112, 121, 132, 141, FS7, FS13, FS15, FS19<br><b>TG U2:</b> 82, 132, 172, 192, 252, FS7, FS9, FS11, FS13, FS15, FS19<br><b>TG U3:</b> 32, 42, 132, FS3, FS7, FS11<br><b>TG U4:</b> 212, 251, 261, 271<br><b>TG U5:</b> 21, 31, 41, 271<br><b>TG U6:</b> 21, 31, 251   |
| Handwriting  |  |
| RF.1.2 Print all upper- and lowercase letters legibly.   | <b>TG U1:</b> 20–21, 30–31, 40–41<br><b>TG U2:</b> 40–41   |
| Phonological Awareness   |  |
| RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  |  |
| RF.1.3.a Distinguish long from short vowel sounds in spoken single-syllable words.   | <b>TG U1:</b> 71<br><b>TG U3:</b> 275, FS6, FS10, FS14, FS18, FS22<br><b>TG U4:</b> FS2, FS3<br><b>TG U5:</b> 65, 101, FS2, FS5, FS6, FS7, FS11, FS14, FS15  |



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| RF.1.3.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.           | <p><b>TG U1:</b> FS4, FS5, FS9, FS10, FS12, FS13, FS14, FS16, FS18, FS22, FS24</p> <p><b>TG U2:</b> FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p><b>TG U3:</b> FS2, FS4, FS5, FS8, FS9, FS12, FS13, FS16, FS17, FS22</p> <p><b>TG U4:</b> FS2, FS4, FS5, FS6, FS9, FS10, FS13, FS16, FS20, FS24, FS25</p> <p><b>TG U5:</b> FS2, FS5, FS6, FS9, FS10, FS12, FS13, FS14, FS16, FS20, FS24, FS25</p> <p><b>TG U6:</b> FS2, FS5, FS6, FS10, FS14, FS18, FS21, FS24</p> |
| RF.1.3.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | <p><b>TG U1:</b> FS2, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p><b>TG U2:</b> FS2, FS4, FS6, FS8, FS10, FS18, FS20, FS22, FS24</p> <p><b>TG U3:</b> FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS18, FS22</p> <p><b>TG U4:</b> FS2, FS4, FS6, FS12, FS16, FS18, FS24</p> <p><b>TG U5:</b> FS2, FS6, FS10, FS12, FS14, FS16, FS20, FS24</p> <p><b>TG U6:</b> FS2, FS6, FS10, FS14, FS18, FS24</p>   |
| RF.1.3.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).        | <p><b>TG U1:</b> FS16, FS20, FS24</p> <p><b>TG U2:</b> FS8, FS12, FS14, FS16, FS18, FS20, FS21, FS22, FS24</p> <p><b>TG U3:</b> FS4, FS8, FS12, FS21</p> <p><b>TG U4:</b> FS2, FS6, FS12, FS16, FS18, FS24</p> <p><b>TG U5:</b> FS6, FS9, FS10, FS12, FS14, FS16, FS20, FS24, FS25</p> <p><b>TG U6:</b> FS2, FS6, FS10, FS14, FS18, FS24</p>  |

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| Phonics and Word Recognition   |  |
| RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.                                      |  |
| RF.1.4.a Know the spelling-sound correspondences for common consonant digraphs.  | <b>TG U3:</b> FS2, FS3, FS5, FS12, FS13  |
| RF.1.4.b Decode regularly spelled one-syllable words.  | <b>TG U1:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25<br><b>TG U2:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS19, FS21, FS23, FS25<br><b>TG U3:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS19, FS23<br><b>TG U4:</b> FS3, FS5, FS7, FS13, FS17, FS19<br><b>TG U5:</b> FS3, FS7, FS11, FS13, FS15, FS21, FS25<br><b>TG U6:</b> FS3, FS7, FS9, FS11, FS15, FS19, FS25 |
| RF.1.4.c Know final -e and common vowel team conventions for representing long vowel sounds.                               | <b>TG U3:</b> 115, 275, FS6, FS7, FS9, FS10, FS11, FS14, FS15, FS17, FS18, FS19, FS21, FS23, FS25<br><b>TG U5:</b> FS2, FS3, FS5, FS6, FS7, FS9, FS10, FS11, FS13, FS14, FS15, FS17<br><b>TG U6:</b> 131   |
| RF.1.4.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | <b>TG U3:</b> FS24<br><b>TG U4:</b> FS4<br><b>TG U6:</b> FS4, FS8, FS20  |
| RF.1.4.e Decode two-syllable words following basic patterns by breaking the words into syllables.                          | <b>TG U2:</b> FS16, FS17<br><b>TG U3:</b> FS24, FS25<br><b>TG U4:</b> FS5, FS9, FS15, FS23<br><b>TG U5:</b> FS19, FS23<br><b>TG U6:</b> FS4, FS5, FS8, FS9, FS20, FS21   |
| RF.1.4.f Read words with inflectional endings.   | <b>TG U2:</b> FS14, FS15, FS16, FS17<br><b>TG U3:</b> FS20, FS21<br><b>TG U4:</b> FS10, FS11, FS13, FS14, FS15<br><b>TG U5:</b> FS8, FS9<br><b>TG U6:</b> FS12, FS20, FS21   |

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| RF.1.4.g Recognize and read grade-appropriate irregularly spelled words.                                    | <p><b>TG U1:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS25</p> <p><b>TG U2:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U3:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U4:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U5:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U6:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> |
| Fluency   |   |
| RF.1.5 Read with sufficient accuracy and fluency to support comprehension.                                  |   |
| RF.1.5.a Read on-level text with purpose and understanding.   | <p><b>TG U1:</b> 12, 42, 162, 232</p> <p><b>TG U2:</b> 12, 72, 162, 212</p> <p><b>TG U3:</b> 12, 22, 72</p> <p><b>TG U4:</b> 12, 82, 225</p> <p><b>TG U5:</b> 12, 82</p> <p><b>TG U6:</b> 12, 62, 162, 232</p>  |
| RF.1.5.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  | <p><b>TG U1:</b> 17, 27, 47, 67, 87, 97, 127, 167, 187, 217, 227, 247, 277</p> <p><b>TG U2:</b> 27, 47, 67, 77, 97, 117, 127, 167, 177, 187, 197, 227, 247, 267, 277</p> <p><b>TG U3:</b> 17, 47, 77, 87, 117, 177, 187, 197, 217, 227, 247, 267, 277</p> <p><b>TG U4:</b> 27, 47, 77, 87, 97, 127, 167, 177, 187, 197, 227, 247</p> <p><b>TG U5:</b> 17, 27, 67, 117, 127, 177, 187, 197, 217, 227, 247, 267, 277</p> <p><b>TG U6:</b> 17, 27, 47, 67, 77, 97, 117, 127, 167, 177, 197, 227, 277</p>                                     |
| RF.1.5.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | <p><b>TG U1:</b> 73, 74, 177</p> <p><b>TG U2:</b> 85, 86, 87</p> <p><b>TG U3:</b> 35, 75, 135</p> <p><b>TG U4:</b> 25, 65, 135</p> <p><b>TG U5:</b> 35, 105, 195, 235, 247, 275, 277</p> <p><b>TG U6:</b> 27, 55, 165, 265</p>  |

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| <b>W Writing</b>   |  |
| W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   |  |
| W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide closure.              | <p><b>TG U2:</b> 18–20, 28–30, 38–40, 48–50, 58–60, 68–70, 78–80, 88–90, 98–100, 108–110, 118–120, 128–130, 142–149</p> <p><b>TG U3:</b> 168–170, 178–180, 188–190, 198–200, 208–210, 218–220, 228–230, 238–240, 248–250, 258–260, 268–270, 278–280, 282–289</p> <p><b>TG U6:</b> 18–20, 28–30, 38–40, 48–50, 58–60, 78–80, 88–90, 98–100, 108–110, 128–130, 138–140, 142–149, 168–170, 178–180</p>  |
| W.1.1.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.   | <p><b>TG U2:</b> 19, 29, 39, 49, 59, 69, 79, 89, 99, 109, 119, 129, 145</p> <p><b>TG U3:</b> 169, 179, 189, 199, 209, 219, 229, 239, 249, 259, 285</p> <p><b>TG U6:</b> 19, 29, 39, 49, 59, 79, 89, 145, 169, 179</p>  |
| W.1.1.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.                         | <p><b>TG U2:</b> 48–50, 58–60, 68–70, 88–90, 98–100, 138–140</p> <p><b>TG U3:</b> 178–180, 188–190, 208–210, 248–250, 268–270</p> <p><b>TG U6:</b> 108–110, 118–120, 238–240</p>   |
| W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |  |
| W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.  | <p><b>TG U1:</b> 168–170, 178–180, 188–190, 198–200, 208–210, 218–220, 228–230, 238–240, 248–250, 258–260, 268–270, 278–280</p> <p><b>TG U2:</b> 168–170, 178–180, 188–190, 198–200, 208–210, 218–220, 248–250, 258–260, 278–280, 282–289</p> <p><b>TG U4:</b> 168–170, 178–180, 188–190, 198–200, 208–210, 218–220, 228–230, 238–240, 248–250, 258–260, 268–270, 278–280, 282–289</p> <p><b>TG U5:</b> 168–170, 178–180, 188–190, 208–210, 218–220, 248–250, 258–260, 268–270, 278–280, 282–289</p> |

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|--|---|
| W.1.2.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.   | <p><b>TG U1:</b> 169, 179, 189, 199, 209, 219, 229, 239, 249, 259, 269, 285</p> <p><b>TG U2:</b> 169, 179, 189, 199, 209, 219, 249, 259, 285</p> <p><b>TG U4:</b> 169, 179, 189, 199, 209, 219, 229, 239, 249, 259, 269, 285</p> <p><b>TG U5:</b> 169, 179, 189, 209, 219, 249, 259, 285</p>  |
| W.1.2.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.   | <p><b>TG U1:</b> 278-280</p> <p><b>TG U2:</b> 188-190, 268-270</p> <p><b>TG U4:</b> 218-220, 238-240, 248-250</p> <p><b>TG U5:</b> 238-240, 248-250, 268-270</p>  |
| W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |   |
| W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure. | <p><b>TG U1:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 118-120, 128-130</p> <p><b>TG U3:</b> 18-20, 28-30, 38-40, 48-50, 68-70, 78-80, 88-90, 128-130, 142-149</p> <p><b>TG U4:</b> 18-20, 28-30, 38-40, 48-50, 68-70, 78-80, 88-90, 128-130, 142-149</p> <p><b>TG U5:</b> 18-20, 28-30, 48-50, 58-60, 68-70, 88-90, 98-100, 108-110, 138-140, 142-149</p> |
| W.1.3.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.   | <p><b>TG U1:</b> 19, 29, 39, 49, 59, 69, 79, 89, 99, 109, 145</p> <p><b>TG U3:</b> 19, 29, 39, 49, 69, 79, 89, 145</p> <p><b>TG U4:</b> 19, 29, 39, 49, 69, 79, 89, 129, 145</p> <p><b>TG U5:</b> 19, 29, 49, 59, 69, 89, 99, 109, 145</p>  |
| W.1.3.b With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.   | <p><b>TG U1:</b> 78-80, 98-100, 128-130</p> <p><b>TG U3:</b> 49-50, 58-60, 118-120</p> <p><b>TG U4:</b> 28-30, 58-60, 68-70, 98-100, 108-110, 118-120</p> <p><b>TG U5:</b> 118-120, 128-130</p>   |

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|---|--|
| W.4 Use digital tools and resources to produce and publish writing and to interact and collaborate with others.   |  |
| W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.                      | <p><b>TG U1:</b> 20, 40, 60, 80, 100, 120, 140, 180, 200, 220, 240, 250, 260, 270, 280</p> <p><b>TG U2:</b> 20, 30, 50, 70, 90, 110, 130, 170, 190, 200, 210, 220, 240, 260, 280</p> <p><b>TG U3:</b> 30, 50, 60, 80, 100, 120, 140, 170, 190, 210, 230, 250, 270</p> <p><b>TG U4:</b> 20, 30, 60, 90, 100, 110, 130, 138-140, 190, 220, 240, 260, 280</p> <p><b>TG U5:</b> 30, 50, 70, 80, 90, 100, 120, 140, 180, 200, 220, 230, 240, 270, 280</p> <p><b>TG U6:</b> 40, 50, 70, 100, 110, 130, 140, 170, 190, 200, 220, 230, 250, 260, 270</p> |
| W.5 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                             |  |
| W.1.5 Participate in shared research and writing projects.  | <p><b>TG U4:</b> 268-270</p> <p><b>TG U5:</b> 198-199, 200</p>   |
| W.6 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |  |
| W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                                    | <p><b>TG U1:</b> 168-170, 218-220, 228-230, 258-260</p> <p><b>TG U2:</b> 218-220</p> <p><b>TG U4:</b> 268-270, 278-280</p> <p><b>TG U5:</b> 198-200, 218-220, 228-230, 238-240</p> <p><b>TG U6:</b> 28-30, 58-60, 198-200</p>  |

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| <b>SL Speaking and Listening</b>  |  |
| SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |  |
| SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  | <p><b>TG U1:</b> 14, 34, 44, 54, 94, 104, 114, 174, 184, 194, 204, 234, 244, 254, 274</p> <p><b>TG U2:</b> 24, 34, 44, 64, 84, 94, 114, 134, 174, 184, 204, 214, 224, 234, 274</p> <p><b>TG U3:</b> 14, 24, 44, 64, 74, 94, 104, 124, 134, 164, 174, 184, 194, 224, 254</p> <p><b>TG U4:</b> 34, 44, 54, 64, 74, 104, 124, 164, 184, 194, 214, 224, 234, 244, 264</p> <p><b>TG U5:</b> 24, 44, 64, 84, 94, 104, 114, 134, 174, 184, 204, 224, 234, 244, 254</p> <p><b>TG U6:</b> 14, 24, 44, 54, 74, 94, 114, 164, 174, 194, 204, 224, 234, 254, 264</p> |
| SL.1.1.a Follow agreed-upon rules for discussions.  | <p><b>TG U1:</b> 12, 42, 62, 72, 112, 113, 122, 132, 162, 172, 192, 222, 260, 262, 288</p> <p><b>TG U2:</b> 12, 52, 112, 122, 184, 214, 274</p> <p><b>TG U3:</b> 14, 24, 32, 44, 56, 82, 84, 132, 134, 182</p> <p><b>TG U4:</b> 52, 72, 102, 148, 182, 242, 252</p> <p><b>TG U5:</b> 12, 26, 82, 102, 244, 288</p> <p><b>TG U6:</b> 166, 192, 194, 242</p>   |
| SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.   | <p><b>TG U1:</b> 62, 72, 92, 94, 112, 122, 132, 172, 192, 222, 262</p> <p><b>TG U2:</b> 12, 32, 62, 84, 94, 102, 174, 212, 262</p> <p><b>TG U3:</b> 52, 92, 94, 122</p> <p><b>TG U4:</b> 42, 44, 122, 214</p> <p><b>TG U5:</b> 72, 112, 114</p> <p><b>TG U6:</b> 148, 222, 224, 272</p>  |
| SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.   | <p><b>TG U1:</b> 42, 53, 84, 104, 123, 182, 232, 233, 242, 252, 263</p> <p><b>TG U2:</b> 14, 20, 42, 110, 148, 194, 202, 232, 254, 272</p> <p><b>TG U3:</b> 12, 112, 148</p> <p><b>TG U4:</b> 12, 14, 22, 62, 112, 148</p> <p><b>TG U5:</b> 32, 62, 64, 122, 132</p> <p><b>TG U6:</b> 44, 162, 202, 232, 234, 262, 288</p>   |

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| SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |   |
| SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  | <b>TG U1:</b> 133, 140, 166, 192, 193, 194, 196, 242, 288<br><b>TG U2:</b> 13, 20, 22, 30, 110, 148, 176, 182, 234, 266<br><b>TG U3:</b> 42, 90, 93–94, 96–97, 100, 102, 148, 214<br><b>TG U4:</b> 40, 50, 93–94, 96–97, 148, 262, 263<br><b>TG U5:</b> 34, 83, 84, 86–87, 110, 113, 114, 116–117, 148, 224<br><b>TG U6:</b> 44, 50, 63, 70, 83, 100, 194, 196, 288 |
| SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.   |   |
| SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  | <b>TG U1:</b> 42, 123, 182, 232, 288<br><b>TG U2:</b> 148, 194, 202, 232<br><b>TG U3:</b> 12, 112, 148<br><b>TG U4:</b> 22, 62, 148, 288<br><b>TG U5:</b> 32, 62, 64, 110, 148, 288<br><b>TG U6:</b> 70, 148, 162, 202, 234   |
| SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |   |
| SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  | <b>TG U1:</b> 82, 254<br><b>TG U2:</b> 34, 64, 92, 288<br><b>TG U3:</b> 22, 26, 56, 84, 85<br><b>TG U4:</b> 26, 82, 84<br><b>TG U5:</b> 22, 24, 42, 52, 56, 94<br><b>TG U6:</b> 166, 172, 174, 182, 216, 252  |
| SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.   |   |
| SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.   | <b>TG U1:</b> 74, 84, 102, 250, 270, 280<br><b>TG U2:</b> 20, 82, 90, 180, 200, 260, 270, 280<br><b>TG U3:</b> 80, 140, 240<br><b>TG U4:</b> 140, 164, 184, 207, 230, 280<br><b>TG U5:</b> 40, 276, 288<br><b>TG U6:</b> 64, 66–67, 77  |



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| <b>L Language</b>   |   |
| L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. |   |
| L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.                  |   |
| Subject/Verb Agreement  |   |
| L.1.1.a Use singular and plural nouns with matching verbs in basic sentences  | <b>TG U1:</b> 170–171, 210–211, 220–221, 230–231, 270–271<br><b>TG U2:</b> 240–241<br><b>TG U3:</b> 230–231<br><b>TG U4:</b> 50–51, 200–201, 240–241<br><b>TG U5:</b> 250–251, 260–261  |
| Nouns   |   |
| L.1.1.b Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)  | <b>TG U1:</b> 170–171, 210–211, 230–231<br><b>TG U2:</b> 240–241  |
| L.1.1.c Use common, proper, & possessive nouns  | <b>TG U1:</b> 180–181, 190–191, 260–261<br><b>TG U2:</b> 40–41, 250–251, 260–261<br><b>TG U3:</b> 50–51, 180–181, 270–271<br><b>TG U4:</b> 80–81<br><b>TG U5:</b> 60–61, 70–71, 80–81, 190–191, 210–211<br><b>TG U6:</b> 50–51, 80–81, 120–121  |
| Verbs   |   |
| L.1.1.d Form frequently occurring verbs   | <b>TG U1:</b> 170–171, 200–201, 220–221, 230–231, 270–271, 280–281<br><b>TG U2:</b> 30–31, 80–81, 170–171, 240–241<br><b>TG U3:</b> 120–121, 220–221, 230–231, 280–281<br><b>TG U4:</b> 20–21, 40–41, 50–51, 70–71, 90–91, 100–101, 110–111, 210–211, 220–221, 230–231, 240–241<br><b>TG U5:</b> 250–251, 260–261 |
| L.1.1.e Convey sense of time  | <b>TG U2:</b> 30–31, 80–81, 170–171<br><b>TG U3:</b> 120–121, 280–281<br><b>TG U4:</b> 20–21, 40–41, 70–71, 90–91, 100–101, 110–111, 210–211, 220–221<br><b>TG U5:</b> 260–261<br><b>TG U6:</b> 193, 263  |

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|--|---|
| <b>Adjectives</b>  |   |
| L.1.1.f Use frequently occurring adjectives  | <b>TG U1:</b> 128-130<br><b>TG U2:</b> 60-61, 110-111, 210-211<br><b>TG U3:</b> 40-41, 200-201<br><b>TG U4:</b> 30-31<br><b>TG U5:</b> 140-141<br><b>TG U6:</b> 13  |
| <b>Conjunctions</b>  |   |
| L.1.1.g Use frequently occurring conjunctions  | <b>TG U2:</b> 140-141<br><b>TG U3:</b> 60-61, 130-131<br><b>TG U6:</b> 210-211, 220-221   |
| <b>Adverbs</b>   |   |
| <b>Sentences</b>   |   |
| L.1.1.h Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences | <b>TG U1:</b> 80-81, 130-131<br><b>TG U3:</b> 70-71, 80-81<br><b>TG U4:</b> 60-61, 250-251, 260-261, 270-271<br><b>TG U5:</b> 20-21, 30-31, 40-41, 50-51, 90-91<br><b>TG U6:</b> 90-91, 110-111, 190-191, 240-241   |
| L.1.1.i Understand and use question words  | <b>TG U1:</b> 36-37, 86, 96, 136-137, 189, 236-237, 238-239<br><b>TG U2:</b> 36-37, 136-137, 236-237, 272<br><b>TG U3:</b> 36-37, 42, 96-97, 136-137, 236-137<br><b>TG U4:</b> 36-37, 96-97, 136-137, 236-237, 271<br><b>TG U5:</b> 34, 36-37, 84, 86-87, 114, 136-137, 199, 236-237<br><b>TG U6:</b> 36-37, 136-137, 148, 162, 194, 196-197, 236-237 |
| <b>Prepositions</b>  |   |
| L.1.1.j Use frequently occurring prepositions  | <b>TG U2:</b> 220-221, 230-231<br><b>TG U3:</b> 240-241<br><b>TG U4:</b> 280-281<br><b>TG U6:</b> 230-231   |

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| <b>Pronouns</b>   |   |
| L.1.1.k Use personal, possessive, and indefinite pronouns   | <b>TG U2:</b> 90-91, 100-101, 120-121, 130-131, 180-181, 190-191, 200-201<br><b>TG U3:</b> 20-21, 30-31, 100-101, 170-171, 210-211<br><b>TG U4:</b> 120-121, 130-131, 140-141<br><b>TG U5:</b> 217<br><b>TG U6:</b> 270-271 |
| <b>Determiners</b>  |   |
| L.1.1.l Use determiners   | <b>TG U2:</b> 280-281<br><b>TG U3:</b> 140-141<br><b>TG U6:</b> 60-61, 100-101, 140-141, 170-171, 180-181   |
| <b>Usage</b>  |   |
| L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |   |
| L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.                  |   |
| <b>Capitalization</b>   |   |
| L.1.2.a Capitalize the first word in a sentence   | <b>TG U1:</b> 120-121, 260-261<br><b>TG U2:</b> 270-271<br><b>TG U3:</b> 129<br><b>TG U5:</b> 269, 271, 281   |
| L.1.2.b Capitalize the pronoun "I"  | <b>TG U2:</b> 120-121<br><b>TG U3:</b> 20-21<br><b>TG U4:</b> 120-121<br><b>TG U5:</b> 281<br><b>TG U6:</b> 270-271   |
| L.1.2.c Capitalize dates and names of people  | <b>TG U1:</b> 120-121, 140-141<br><b>TG U2:</b> 260-261, 270-271<br><b>TG U3:</b> 180-181<br><b>TG U4:</b> 80-81<br><b>TG U5:</b> 120-121, 210-211<br><b>TG U6:</b> 70-71, 260-261  |

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| <b>Punctuation</b>  |  |
| L.1.2.d Recognize end punctuation   | <b>TG U1:</b> 90-91, 100-101, 110-111, 140-141, 240-241, 250-251<br><b>TG U2:</b> 145, 270-271<br><b>TG U3:</b> 250-251<br><b>TG U4:</b> 260-261, 270-271<br><b>TG U5:</b> 20-21, 30-31, 40-41, 50-51, 200-201, 270-271, 280-281<br><b>TG U6:</b> 250-251  |
| L.1.2.e Name end punctuation  | <b>TG U1:</b> 250-251<br><b>TG U5:</b> 30-31, 50-51  |
| L.1.2.f Use end punctuation for sentences   | <b>TG U1:</b> 90-91, 100-101, 110-111, 140-141, 240-241, 250-251<br><b>TG U2:</b> 145, 270-271<br><b>TG U3:</b> 250-251<br><b>TG U4:</b> 260-261, 270-271<br><b>TG U5:</b> 20-21, 30-31, 40-41, 50-51, 200-201, 270-271, 280-281<br><b>TG U6:</b> 250-251  |
| L.1.2.g Use commas in dates   | <b>TG U2:</b> 70-71<br><b>TG U5:</b> 120-121<br><b>TG U6:</b> 40-41, 200-201   |
| <b>Spelling</b>   |  |
| L.1.2.h Write a letter or letters for most consonant and short-vowel sounds                 | <b>TG U1:</b> 32, 132, 182, 262, FS2, FS8, FS20  |
| L.1.2.i Spell simple words phonetically, drawing on knowledge of sound-letter relationships | <b>TG U1:</b> 50-51, 60-61, 70-71<br><b>TG U2:</b> FS2, FS4, FS6, FS8, FS10, FS12, FS18, FS20, FS22, FS24<br><b>TG U3:</b> FS2, FS4, FS6, FS10, FS14, FS18, FS22<br><b>TG U4:</b> FS2, FS6, FS8, FS10, FS14, FS16, FS18, FS22<br><b>TG U5:</b> FS8, FS12, FS14, FS16, FS18, FS22, FS24<br><b>TG U6:</b> FS22, FS24 |

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| L.1.2.j Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions  | <p><b>TG U1:</b> 50–51, 60–61, 70–71, 144</p> <p><b>TG U2:</b> FS2, FS4, FS6, FS8, FS10, FS12, FS18, FS20, FS22, FS24</p> <p><b>TG U3:</b> FS2, FS4, FS6, FS10, FS14, FS18, FS22</p> <p><b>TG U4:</b> FS2, FS4, FS6, FS8, FS10, FS16, FS18, FS20</p> <p><b>TG U5:</b> FS2, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20</p> <p><b>TG U6:</b> FS2, FS6, FS10, FS14, FS18, FS24</p>   |
| L.1.2.k Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words  | <p><b>TG U1:</b> 50–51, 60–61, 70–71, 144, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U2:</b> FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U3:</b> 260–261, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U4:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U5:</b> 100–101, 130–131, 170–171, 180–181, 220–221, 230–231, FS3, FS7, FS9, FS11, FS13, FS17, FS19, FS23, FS25</p> <p><b>TG U6:</b> 130–131, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23</p> |
| <b>References</b>   |   |
| L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | <p><b>TG U1:</b> 24, 26, 43, 163, 193, 223</p> <p><b>TG U2:</b> 63, 173, 203, 273</p> <p><b>TG U3:</b> 33, 53, 83, 262-263</p> <p><b>TG U4:</b> 23, 43, 44, 46-47, 63, 93, 203</p> <p><b>TG U5:</b> 13, 33, 73, 83</p> <p><b>TG U6:</b> 203, 213, 233, 243, 275, 276-277</p>  |

**A Correlation of ReadyGEN, Grade 1 to the  
North Carolina Standard Course of Study for English Language Arts**

| <b>North Carolina Standard Course of Study<br/>for English Language Arts</b>   | <b>ReadyGEN<br/>Grade 1</b>  |
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| L.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.  |  |
| L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.  | <b>TG U1:</b> 13, 43, 73, 163–164, 165, 193, 223<br><b>TG U2:</b> 82–84, 85, 87, 103, 173, 203, 273<br><b>TG U3:</b> 33, 53, 83, 262–264, 265–267<br><b>TG U4:</b> 23, 43, 63, 93, 164, 165–167, 245–246<br><b>TG U5:</b> 13, 33, 73, 83, 194, 195–197<br><b>TG U6:</b> 34, 35, 55, 203, 213, 233, 243   |
| L.5 Demonstrate understanding of figurative language and nuances in word meanings.   |  |
| L.1.5 With guidance and support from adults, demonstrate understanding of nuances in word meanings.  |  |
| L.1.5.a Sort words into categories to gain a sense of the concepts the categories represent.   | <b>TG U1:</b> 54, 55–57<br><b>TG U3:</b> 104, 105–107, 222–224, 225–227  |
| L.1.5.b Define words by category and by one or more key attributes.  | <b>TG U3:</b> 104, 106–107   |
| L.1.5.c Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.  | <b>TG U1:</b> 77, 93<br><b>TG U2:</b> 54, 56–57, 94<br><b>TG U3:</b> 44, 46–47   |
| L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |  |
| L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.  | <b>TG U1:</b> 34, 44, 64, 84, 94, 104, 134, 174, 184, 204, 221, 234, 244, 264<br><b>TG U2:</b> 14, 34, 54, 74, 84, 94, 104, 114, 134, 164, 174, 194, 224, 234, 264<br><b>TG U3:</b> 24, 44, 64, 74, 84, 104, 124, 164, 194, 204, 224, 244, 264<br><b>TG U4:</b> 14, 44, 64, 74, 94, 104, 114, 124, 164, 174, 194, 204, 234, 244, 264<br><b>TG U5:</b> 14, 34, 54, 72, 74, 84, 114, 134, 184, 214, 234, 254, 274<br><b>TG U6:</b> 34, 64, 114, 134, 194, 214, 224, 254, 274 |