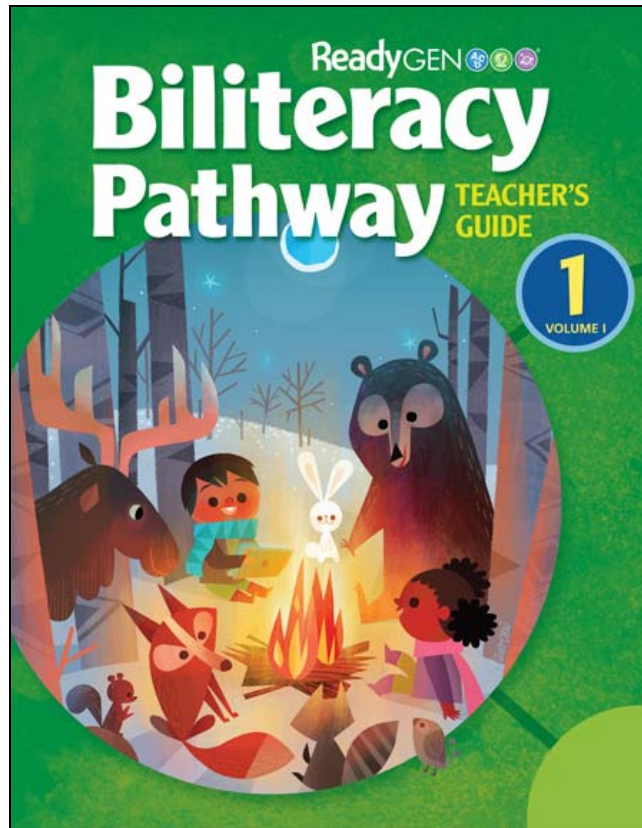


A Correlation of  
**ReadyGEN**  
**Biliteracy Pathway**  
Grade 1, ©2016



To the  
**Alaska**  
**English/Language Arts Standards**

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**Introduction**

This document demonstrates how **ReadyGEN Biliteracy Pathway ©2016** meets the Alaska English/Language Arts Standards. Correlation page references are to the Unit Module Teacher's Guides and are cited by grade and by unit. Please note that standards listed are for English and Spanish, and language differences may create a variance in the alignment.

**ReadyGEN Biliteracy Pathway Learning Resources**

All language knowledge is an asset, not a deficit. Bilingual students acquire language differently than monolinguals, strategically using linguistic resources from both languages. The *ReadyGEN* Biliteracy Pathway provides a complete set of learning resources to help students develop literacy and linguistic skills in both languages:

**Authentic Spanish Texts**

- One trade book per unit (*6 trade books per grade at Grades K-2 and 4 trade books per grade at Grades 3-6*)
- Spanish trade books offer a collection of full-length authentic literary and informational texts to engage students in multiple close readings of appropriately complex text.

**Spanish Leveled Text Library**

Up to 50 Leveled Texts per grade help students develop self-extending reading and thinking strategies.

**Detective**

A collection of short, high-interest fiction and nonfiction selections used to sharpen students' critical thinking skills.

**Instructional Model**

The Biliteracy Pathway respects the unique features of Spanish by providing engaging, authentic text and literacy instruction that reflects the internal structures of Spanish phonology, grammar, syntax, and discourse patterns. When students analyze similarities and differences in two languages, their language and literacy skills can exceed those of monolingual children. A Biliteracy Pathway Unit consists of a Pathway Module (Module P) paired with an English-language *ReadyGEN* module.

The Module Overview identifies the instructional focus, or what readers, writers, and learners are expected to know and do. These expectations fall in line with the goals for the Performance-Based Assessment.

**Assessment**

A Performance-Based Assessment (PBA) appears at the end of each Biliteracy module in the same genre as in English (narrative, informative, or opinion). The Biliteracy PBA was designed to provide a meaningful comparison if students complete PBAs in both English and Spanish. An online End-of-Unit assessment will be forthcoming for Fall 2016.

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Alaska English/Language Arts Standards	ReadyGEN Biliteracy Pathway ©2016 Grade 1
<b>Reading Standards for Literature</b>	
<b>Grade 1</b>	
<b>Key Ideas and Details</b>	
1. Ask and answer questions about a literary text using key details from the text.	<b>Unit 1, Module P:</b> 9, 10, 11, 13, 17, 18, 20, 25, 26, 33, 42, 49, 51, 53, 72 <b>Unit 3, Module P:</b> 192, 197, 198, 206, 237 <b>Unit 4, Module P:</b> 9, 10, 11, 13, 17, 25, 26, 28, 33, 35, 37, 41, 49, 50 <b>Unit 5, Module P:</b> 189, 190, 191, 192, 193, 229, 230
2. Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.	<b>Unit 1, Module P:</b> 9, 10, 11, 12, 13, 21 <b>Unit 3, Module P:</b> 181, 189, 197, 205, 213, 221, 229, 237 <b>Unit 4, Module P:</b> 20, 50, 52 <b>Unit 6, Module P:</b> 188, 189, 190, 191, 192, 193
3. Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.	<b>Unit 1, Module P:</b> 21, 24, 25, 26, 27, 28, 29, 36 <b>Unit 3, Module P:</b> 188, 189, 190, 191, 192, 193, 199, 200, 213, 214, 215, 216, 217, 221 <b>Unit 4, Module P:</b> 8, 9, 17, 18, 20, 25, 26, 29, 42, 50, 57, 58, 61, 68
<b>Craft and Structure</b>	
4. Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.	<b>Unit 1, Module P:</b> 32, 34, 35, 37 <b>Unit 4, Module P:</b> 9, 17 <b>Unit 6, Module P:</b> 189
5. Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types.	<b>Unit 1, Module P:</b> 64, 66, 67, 68 <b>Unit 6, Module P:</b> 236, 238
6. Identify who is telling the story at various points in the text (e.g., a character in the text or a narrator/story teller).	<b>Unit 3, Module P:</b> 230 <b>Unit 4, Module P:</b> 58, 84

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<b>Alaska English/Language Arts Standards</b>	<b>ReadyGEN Biliteracy Pathway ©2016 Grade 1</b>
<b>Integration of Knowledge and Ideas</b>	
7. Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.	<b>Unit 1, Module P:</b> 21, 22, 24, 25, 26, 27, 66 <b>Unit 3, Module P:</b> 189, 190, 191, 192, 193 <b>Unit 4, Module P:</b> 16, 18, 25, 26, 29 <b>Unit 6, Module P:</b> 181
8. (Not applicable to literature)	Not applicable according to the Alaska English/Language Arts Standards
9. With prompting and support, compare and contrast the adventures and experiences of characters in stories.	<b>Unit 3, Module P:</b> 237, 238, 239 <b>Unit 4, Module P:</b> 64, 65, 66, 67, 68, 69
<b>Range of Reading and Level of Complexity</b>	
10. With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.	<b>Unit 1, Module P:</b> 9, 17, 25, 33, 49, 65 <b>Unit 3, Module P:</b> 181, 197, 205, 213, 229, 237 <b>Unit 4, Module P:</b> 9, 17, 25, 33, 41, 49, 57 <b>Unit 6, Module P:</b> 189, 221, 229, 237
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
1. With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.	<b>Unit 1, Module P:</b> 43, 44, 65, 66 <b>Unit 2, Module P:</b> 103, 120, 137, 144 <b>Unit 6, Module P:</b> 206, 207, 208, 237, 238
2. Identify the main topic or author's purpose (e.g., to teach or tell us about ...) and retell key details of a text.	<b>Unit 1, Module P:</b> 66 <b>Unit 2, Module P:</b> 137, 139 <b>Unit 5, Module P:</b> 119, 127, 128, 129, 131, 139 <b>Unit 6, Module P:</b> 198, 204, 205, 206, 208, 209
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>Unit 2, Module P:</b> 119, 120, 121, 129 <b>Unit 5, Module P:</b> 95, 103, 104, 105, 107, 111, 119, 121, 122, 127, 135, 136, 137, 138, 143
<b>Craft and Structure</b>	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>Unit 1, Module P:</b> 8, 32, 34 <b>Unit 4, Module P:</b> 11 <b>Unit 5, Module P:</b> 130, 150 <b>Unit 6, Module P:</b> 213, 214, 215, 216, 220, 222, 225

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<b>Alaska English/Language Arts Standards</b>	<b>ReadyGEN Biliteracy Pathway ©2016 Grade 1</b>
5. Know and use various text features (e.g., title, labels with graphics, bold print, visual cues such as arrows, electronic menus, icons) to locate key facts or information in a text.	<b>Unit 2, Module P:</b> 95, 96, 102, 103, 104, 105, 106, 107, 111, 112, 113, 114, 115, 118, 120, 121 <b>Unit 5, Module P:</b> 103, 104, 105, 106, 107, 110, 111, 112, 113, 115 <b>Unit 6, Module P:</b> 196, 200
6. Distinguish between information provided by photos or other graphics and information provided by the words in a text.	<b>Unit 1, Module P:</b> 58 <b>Unit 2, Module P:</b> 102, 128, 129, 131 <b>Unit 5, Module P:</b> 112, 131 <b>Unit 6, Module P:</b> 206, 208
<b>Integration of Knowledge and Ideas</b>	
7. Use the illustrations and details in a text to describe its key ideas.	<b>Unit 1, Module P:</b> 66 <b>Unit 2, Module P:</b> 120 <b>Unit 5, Module P:</b> 129, 131 <b>Unit 6, Module P:</b> 205, 208
8. Identify the opinions an author states to support points in a text.	<b>Unit 3, Module P:</b> 229, 230, 233 <b>Unit 6, Module P:</b> 189, 221, 232
9. Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something).	<b>Unit 2, Module P:</b> 151, 152, 153 <b>Unit 5, Module P:</b> 150, 152, 153 <b>Unit 6, Module P:</b> 236, 240
<b>Range of Reading and Level of Complexity</b>	
10. With prompting and support, read informational texts on a range of topics appropriately complex for grade 1, with scaffolding as needed.	<b>Unit 1, Module P:</b> 65 <b>Unit 2, Module P:</b> 95, 103, 111, 119, 127, 135, 143, 151 <b>Unit 5, Module P:</b> 119, 151 <b>Unit 6, Module P:</b> 197, 237
<b>Reading Standards: Foundational Skills</b>	
<b>Print Concepts</b>	
1. Demonstrate understanding of the organization and basic features of print;	
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<b>Unit 1, Module P:</b> 39, 70, 78 <b>Unit 2, Module P:</b> 128 <b>Unit 3, Module P:</b> 187, 192, 195, 222 <b>Unit 4, Module P:</b> 15, 60 <b>Unit 5, Module P:</b> 133, 141 <b>Unit 6, Module P:</b> 222, 233

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<b>Alaska English/Language Arts Standards</b>	<b>ReadyGEN Biliteracy Pathway ©2016 Grade 1</b>
<b>Phonological Awareness</b>	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes);	
a. Distinguish long from short vowel sounds in spoken single-syllable words;	<b>Unit 1, Module P:</b> 8, 16 <b>Unit 2, Module P:</b> 149 <b>Unit 4, Module P:</b> 64 <b>Unit 5, Module P:</b> 94, 101, 102, 109, 110, 117, 118, 123, 125, 133 <b>Unit 6, Module P:</b> 180, 187, 195, 203, 211, 219
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends;	<b>Unit 1, Module P:</b> 32, 37, 64, 68
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words;	<b>Unit 1, Module P:</b> 24, 32, 37 <b>Unit 2, Module P:</b> 123, 150 <b>Unit 3, Module P:</b> 180, 209
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<b>Unit 1, Module P:</b> 24, 32, 37 <b>Unit 5, Module P:</b> 118
<b>Phonics and Word Recognition</b>	
3. Know and apply grade-level phonics and word analysis skills in decoding words;	
a. Know the spelling-sound correspondences for common consonant digraphs;	<b>Unit 2, Module P:</b> 110, 118, 123, 150 <b>Unit 3, Module P:</b> 204
b. Decode regularly spelled one-syllable words;	<b>Unit 1, Module P:</b> 20, 24, 68 <b>Unit 3, Module P:</b> 241 <b>Unit 4, Module P:</b> 32, 36, 37, 68
c. Know final -e and common vowel team conventions for representing long vowel sounds;	<b>Unit 5, Module P:</b> 102, 110, 169, 180
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word;	<b>Unit 1, Module P:</b> 8, 16, 24, 63 <b>Unit 3, Module P:</b> 235 <b>Unit 4, Module P:</b> 63, 69 <b>Unit 5, Module P:</b> 94, 110, 118, 123 <b>Unit 6, Module P:</b> 180, 235
e. Decode two-syllable words following basic patterns by breaking the words into syllables;	<b>Unit 1, Module P:</b> 20, 68 <b>Unit 3, Module P:</b> 241 <b>Unit 4, Module P:</b> 36, 68 <b>Unit 5, Module P:</b> 94 <b>Unit 6, Module P:</b> 252

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<b>Alaska English/Language Arts Standards</b>	<b>ReadyGEN Biliteracy Pathway ©2016 Grade 1</b>
f. Read words with inflectional endings;	<b>Unit 2, Module P:</b> 117, 169 <b>Unit 3, Module P:</b> 182, 190 <b>Unit 4, Module P:</b> 23, 78 <b>Unit 6, Module P:</b> 219, 250, 252
g. Recognize and read grade-appropriate irregularly spelled words.	<b>Unit 1, Module P:</b> 81 <b>Unit 2, Module P:</b> 92, 102, 118, 123, 150 <b>Unit 3, Module P:</b> 180, 188, 196 <b>Unit 4, Module P:</b> 24, 32, 37, 39
<b>Fluency</b>	
4. Read with sufficient accuracy and fluency to support comprehension;	
a. Read on-level text with purpose and understanding;	<b>Unit 1, Module P:</b> 9, 17, 41 <b>Unit 2, Module P:</b> 95, 119, 129, 135, 143 <b>Unit 3, Module P:</b> 181, 197, 205, 213, 221, 229, 237 <b>Unit 4, Module P:</b> 9, 41, 49, 57, 65 <b>Unit 5, Module P:</b> 103, 127 <b>Unit 6, Module P:</b> 135, 143, 181, 213, 221, 229
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings;	<b>Unit 1, Module P:</b> 13, 21, 37, 45, 53, 61, 69 <b>Unit 2, Module P:</b> 99, 107, 115, 131, 139, 155 <b>Unit 3, Module P:</b> 185, 193, 201, 209, 217, 232, 233, 241 <b>Unit 4, Module P:</b> 13, 21, 29, 37, 53, 61, 69 <b>Unit 5, Module P:</b> 99, 107, 114, 115, 123, 131, 139, 155, 225 <b>Unit 6, Module P:</b> 185, 193, 201, 217, 233, 241
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>Unit 1, Module P:</b> 20, 28, 60 <b>Unit 4, Module P:</b> 12 <b>Unit 5, Module P:</b> 154 <b>Unit 6, Module P:</b> 240



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<b>Alaska English/Language Arts Standards</b>	<b>ReadyGEN Biliteracy Pathway ©2016 Grade 1</b>
<b>Writing Standards K-5</b>	
<b>Text Types and Purposes</b>	
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact (e.g., because race cars go faster than...) or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion (e.g., it makes me laugh; that was the scariest part).	<b>Unit 3, Module P:</b> 186, 194, 202, 218, 226, 234, 242 <b>Unit 6, Module P:</b> 186, 194, 202, 210, 218, 226, 234, 242
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared).	<b>Unit 2, Module P:</b> 100, 108, 116, 124, 132, 140, 148, 156 <b>Unit 5, Module P:</b> 100, 108, 116, 124, 132, 140, 148, 156
3. Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).	<b>Unit 1, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70 <b>Unit 4, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70
<b>Production and Distribution of Writing</b>	
4. (Begins in grade 3)	Not applicable according to the Alaska English/Language Arts Standards
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.	<b>Unit 1, Module P:</b> 62 <b>Unit 2, Module P:</b> 156 <b>Unit 3, Module P:</b> 242 <b>Unit 6, Module P:</b> 218
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>Unit 1, Module P:</b> 73, 76 <b>Unit 2, Module P:</b> 159, 162 <b>Unit 3, Module P:</b> 245, 248 <b>Unit 4, Module P:</b> 73, 76 <b>Unit 5, Module P:</b> 159, 162 <b>Unit 6, Module P:</b> 245, 248

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<b>Alaska English/Language Arts Standards</b>	<b>ReadyGEN Biliteracy Pathway ©2016 Grade 1</b>
<b>Research to Build and Present Knowledge</b>	
7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions or combine or summarize information/facts learned).	<b>Unit 1, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70 <b>Unit 2, Module P:</b> 100, 108, 116, 124, 132, 140, 148, 156 <b>Unit 3, Module P:</b> 186, 194, 202, 210, 218, 226, 234, 242 <b>Unit 4, Module P:</b> 14, 22, 30, 38, 46, 54, 62, 70 <b>Unit 5, Module P:</b> 100, 108, 116, 124, 132, 140, 148, 156 <b>Unit 6, Module P:</b> 186, 194, 202, 210, 218, 226, 234, 242
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>Unit 1, Module P:</b> 40 <b>Unit 2, Module P:</b> 100, 116, 140, 148 <b>Unit 5, Module P:</b> 148, 150, 156
9. (Begins in grade 4)	Begins in grade 4 according to the Alaska English/Language Arts Standards
<b>Range of Writing</b>	
10. (Begins in grade 3)	Begins in grade 3 according to the Alaska English/Language Arts Standards
<b>Speaking and Listening Standards K-5</b>	
<b>Comprehension and Collaboration</b>	
1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups;	
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion);	<b>Unit 3, Module P:</b> TR2, TR3, TR4 <b>Unit 5, Module P:</b> 162
b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges;	<b>Unit 1, Module P:</b> 9, 17, 25, 33, 41, 49, 57, 65, 95, 103 <b>Unit 2, Module P:</b> 111, 119, 127, 135, 143, 151 <b>Unit 3, Module P:</b> 181, 189, 197, 205, 213, 221, 229, 237 <b>Unit 4, Module P:</b> 9, 17, 25, 33, 41, 49, 57, 65 <b>Unit 5, Module P:</b> 95, 103, 111, 119, 127, 135, 143, 151 <b>Unit 6, Module P:</b> 181, 189, 197, 205, 213, 221, 229, 237

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c. Ask questions to clear up any confusion about the topics and texts under discussion.	<b>Unit 1, Module P:</b> 65 <b>Unit 3, Module P:</b> 183, 248, TR4 <b>Unit 6, Module P:</b> 248
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<b>Unit 1, Module P:</b> 25, 33, 41, 42, 43, 44, 45, 49, 50, 51, 53 <b>Unit 4, Module P:</b> 9, 10, 11, 13 <b>Unit 5, Module P:</b> 143, 144, 146, 147
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<b>Unit 1, Module P:</b> 65 <b>Unit 2, Module P:</b> 162 <b>Unit 3, Module P:</b> 248 <b>Unit 4, Module P:</b> 76 <b>Unit 6, Module P:</b> 248
<b>Presentation of Knowledge and Ideas</b>	
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>Unit 1, Module P:</b> 29, 38, 70 <b>Unit 2, Module P:</b> 126 <b>Unit 3, Module P:</b> 191, 199, 215, 248 <b>Unit 4, Module P:</b> 29, 51, 61 <b>Unit 5, Module P:</b> 126
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<b>Unit 1, Module P:</b> 14, 16, 70 <b>Unit 2, Module P:</b> 100, 154 <b>Unit 3, Module P:</b> 186, 200, 217 <b>Unit 4, Module P:</b> 14, 22 <b>Unit 5, Module P:</b> 100, 162
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	<b>Unit 1, Module P:</b> 40 <b>Unit 2, Module P:</b> 102, 110, 126, 142, 150 <b>Unit 3, Module P:</b> 196, 212, 220 <b>Unit 4, Module P:</b> 40 <b>Unit 5, Module P:</b> 150 <b>Unit 6, Module P:</b> 196, 204

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<b>Language Standards K-5</b>	
<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;	
a. Print all upper- and lowercase letters;	<b>Unit 1, Module P:</b> 15 <b>Unit 5, Module P:</b> 162 <b>Unit 6, Module P:</b> 187, 195, 203, 211, 219
b. Use common, proper, and possessive nouns;	<b>Unit 1, Module P:</b> 47, 55, 71, 79, 80, 81 <b>Unit 2, Module P:</b> 101 <b>Unit 3, Module P:</b> 187, 195, 211, 219 <b>Unit 4, Module P:</b> 23, 31, 78 <b>Unit 5, Module P:</b> 169 <b>Unit 6, Module P:</b> 187, 195, 203, 211, 219, 253, 255
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop);	<b>Unit 2, Module P:</b> 101, 133, 165, 169 <b>Unit 4, Module P:</b> 31, 42 <b>Unit 5, Module P:</b> 117 <b>Unit 6, Module P:</b> 164
d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything);	<b>Unit 2, Module P:</b> 104, 125 <b>Unit 3, Module P:</b> 195 <b>Unit 4, Module P:</b> 83 <b>Unit 5, Module P:</b> 125
e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home);	<b>Unit 1, Module P:</b> 26 <b>Unit 2, Module P:</b> 101, 109, 114, 130, 133, 150, 164 <b>Unit 4, Module P:</b> 31, 39, 47, 56, 80 <b>Unit 5, Module P:</b> 117, 144
f. Use frequently occurring adjectives;	<b>Unit 2, Module P:</b> 101, 109, 117, 125, 133 <b>Unit 3, Module P:</b> 203, 250 <b>Unit 4, Module P:</b> 23 <b>Unit 5, Module P:</b> 101, 126 <b>Unit 6, Module P:</b> 190
g. Use frequently occurring conjunctions (e.g., and, but, or, so, because);	<b>Unit 1, Module P:</b> 15, 23, 31, 39, 47, 55 <b>Unit 3, Module P:</b> 227, 243 <b>Unit 4, Module P:</b> 71 <b>Unit 5, Module P:</b> 101, 109, 117, 125, 133, 141 <b>Unit 6, Module P:</b> 187, 203

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h. Use determiners (e.g., articles, demonstratives);	<b>Unit 1, Module P:</b> 81 <b>Unit 2, Module P:</b> 101, 109, 117, 125, 133, 141, 165, 166 <b>Unit 5, Module P:</b> 125 <b>Unit 6, Module P:</b> 195
i. Use frequently occurring prepositions (e.g., during, beyond, toward);	<b>Unit 1, Module P:</b> 15, 23, 31, 39, 47, 64 <b>Unit 2, Module P:</b> 101, 109, 117, 125, 133 <b>Unit 3, Module P:</b> 219, 252 <b>Unit 4, Module P:</b> 15, 23, 31, 39, 47, 55 <b>Unit 5, Module P:</b> 125, 157, 165 <b>Unit 6, Module P:</b> 187, 195, 203, 211, 219
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<b>Unit 1, Module P:</b> 32, 78 <b>Unit 3, Module P:</b> 187, 195, 203, 211, 219, 225, 230, 243 <b>Unit 4, Module P:</b> 71, 76 <b>Unit 5, Module P:</b> 141 <b>Unit 6, Module P:</b> 187, 203
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;	
a. Capitalize dates and names of people;	<b>Unit 1, Module P:</b> 55, 80 <b>Unit 3, Module P:</b> 187, 195, 203, 211, 219 <b>Unit 6, Module P:</b> 187, 195, 203, 211, 218, 253
b. Use end punctuation for sentences;	<b>Unit 1, Module P:</b> 15, 23, 31, 39, 47, 62, 72, 78, 83 <b>Unit 2, Module P:</b> 128, 158, 162 <b>Unit 3, Module P:</b> 242, 255 <b>Unit 4, Module P:</b> 15 <b>Unit 5, Module P:</b> 141
c. Use commas in dates and to separate single words in a series;	<b>Unit 2, Module P:</b> 157
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words;	<b>Unit 1, Module P:</b> 23 <b>Unit 6, Module P:</b> 227
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<b>Unit 1, Module P:</b> 23, 31, 39, 47 <b>Unit 2, Module P:</b> 101, 109, 117, 125, 133 <b>Unit 3, Module P:</b> 187, 195, 203 <b>Unit 4, Module P:</b> 23, 31, 39, 47 <b>Unit 5, Module P:</b> 101, 109, 117, 125, 133 <b>Unit 6, Module P:</b> 187, 195, 203

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To the Alaska English/Language Arts Standards**

<b>Alaska English/Language Arts Standards</b>	<b>ReadyGEN Biliteracy Pathway ©2016 Grade 1</b>
<b>Knowledge of Language</b>	
3. (Begins in grade 2)	Not applicable according to the Alaska English/Language Arts Standards
<b>Vocabulary Acquisition and Use</b>	
4. Determine 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;	
a. Use sentence-level context as a clue to the meaning of a word or phrase;	<b>Unit 1, Module P:</b> 10, 18, 20, 28, 60 <b>Unit 2, Module P:</b> 167 <b>Unit 3, Module P:</b> 228, 231, 252 <b>Unit 4, Module P:</b> 12, 32, 66 <b>Unit 5, Module P:</b> 95, 102 <b>Unit 6, Module P:</b> 206, 222, 223, 230, 240
b. Use frequently occurring affixes as a clue to the meaning of a word;	<b>Unit 3, Module P:</b> 190, 252 <b>Unit 6, Module P:</b> 196, 204, 209, 236, 241, 243, 251, 252
c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<b>Unit 2, Module P:</b> 169 <b>Unit 3, Module P:</b> 252, 253 <b>Unit 6, Module P:</b> 188, 219, 250
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings;	
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent;	<b>Unit 1, Module P:</b> 63 <b>Unit 2, Module P:</b> 94, 164 <b>Unit 3, Module P:</b> 188 <b>Unit 4, Module P:</b> 63 <b>Unit 5, Module P:</b> 134 <b>Unit 6, Module P:</b> 226
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes);	<b>Unit 1, Module P:</b> 56, 79 <b>Unit 2, Module P:</b> 93, 150
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy);	<b>Unit 4, Module P:</b> 41, 42, 43, 44, 45 <b>Unit 6, Module P:</b> 229, 231, 232, 233
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	For related content, please see: <b>Unit 1, Module P:</b> 34 <b>Unit 2, Module P:</b> 164 <b>Unit 5, Module P:</b> 126 <b>Unit 6, Module P:</b> 188

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<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p><b>Unit 1, Module P:</b> 11, 19, 27, 35, 43, 51, 59, 67  <b>Unit 2, Module P:</b> 97, 105, 113, 121, 129, 137, 145, 153  <b>Unit 3, Module P:</b> 183, 191, 199, 207, 215, 223, 231, 239  <b>Unit 4, Module P:</b> 19, 27, 35, 43, 51, 59, 67  <b>Unit 5, Module P:</b> 97, 105, 113, 121, 129, 137, 145, 153  <b>Unit 6, Module P:</b> 183, 191, 199, 207, 215, 223, 231, 239</p>