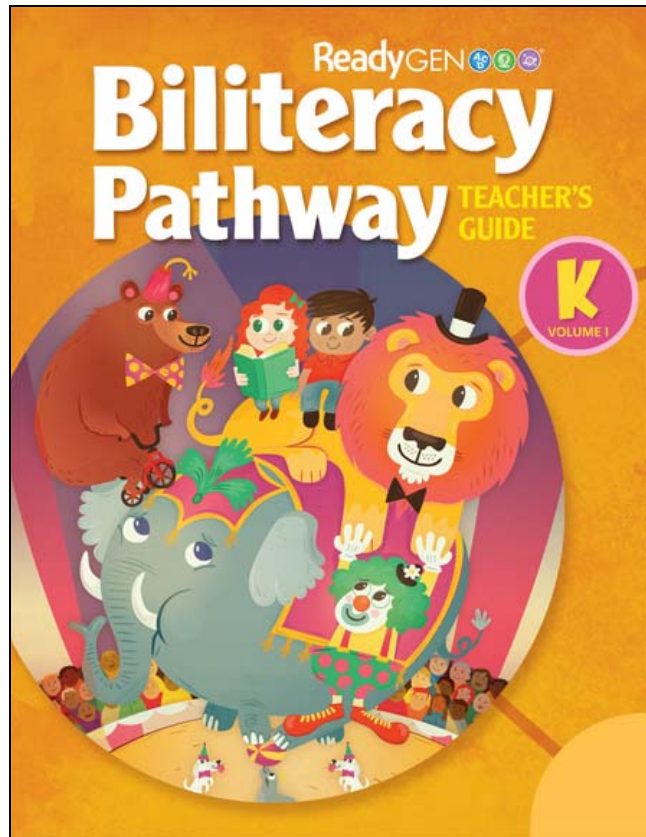


A Correlation of
ReadyGEN
Biliteracy Pathway
Kindergarten, ©2016



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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**A Correlation of ReadyGEN Biliteracy Pathway ©2016, Kindergarten
To the Alaska English/Language Arts Standards**

Table of Contents

Reading Standards for Literature.....	4
Reading Standards for Informational Text.....	5
Reading Standards: Foundational Skills	7
Writing Standards K-5.....	10
Speaking and Listening Standards K-5.....	11
Language Standards K-5.....	13

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To the Alaska English/Language Arts Standards**

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Reading Standards for Literature	
Kindergarten	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about a literary text using key details from the text.	Unit 1, Module P: 41, 44 Unit 2, Module P: 95, 96, 97, 98, 120 Unit 4, Module P: 25, 26, 27, 49, 50, 51 Unit 5, Module P: 96, 97, 104, 111, 112, 120, 136 Unit 6, Module P: 181, 182, 183, 185, 213, 214, 230, 239, 241
2. With prompting and support, retell familiar stories, using key details.	Unit 1, Module P: 44, 120, 121 Unit 2, Module P: 98, 123, 130 Unit 3, Module P: 232 Unit 4, Module P: 59, 61 Unit 5, Module P: 122 Unit 6, Module P: 183, 185, 216
3. With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem.	Unit 2, Module P: 95, 96, 97, 98, 99, 103, 106, 108, 111, 114, 119, 120, 138, 151, 152, 153, 154, 155 Unit 4, Module P: 9, 17, 18, 19, 20, 21, 25, 28, 36, 41, 45, 49, 57, 61, 65, 66, 67, 68, 69, 95 Unit 5, Module P: 106, 114, 115, 121, 135, 136, 137, 138, 139, 152, 153, 154, 155 Unit 6, Module P: 182, 192, 200, 208, 214, 230, 236, 237, 238, 240
Craft and Structure	
4. Ask and answer questions about unknown words in a text.	Unit 2, Module P: 96, 103, 104, 105, 107, 111, 112, 126, 127, 135, 136 Unit 4, Module P: 10, 18, 34, 50, 58, 66 Unit 5, Module P: 96, 104, 120, 126, 128, 129, 130, 131, 136, 152, 214 Unit 6, Module P: 182, 198, 206, 224, 238
5. Identify common types of texts (e.g., picture books, stories, poems, songs).	Unit 2, Module P: 97, 98, 106, 114, 122, 130 Unit 3, Module P: 224, 232 Unit 4, Module P: 20, 28, 36, 52, 60 Unit 5, Module P: 106, 146, 154 Unit 6, Module P: 184, 200, 224, 232

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6. With prompting and support, name the author and illustrator of a story and describe the role of each in telling the story.	Unit 2, Module P: 95, 98 Unit 3, Module P: 197, 213 Unit 4, Module P: 9, 11, 12, 13 Unit 5, Module P: 97 Unit 6, Module P: 181, 190, 191, 192
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) or use illustrations to tell or retell a story.	Unit 2, Module P: 151, 165 Unit 4, Module P: 9, 10, 25, 33, 35 Unit 5, Module P: 111, 119, 120 Unit 6, Module P: 181, 189, 197, 205, 213, 221, 229, 237
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 familiar stories.	Unit 2, Module P: 151, 152, 153, 155 Unit 4, Module P: 64, 65, 66, 67, 69 Unit 5, Module P: 151, 153, 155 Unit 6, Module P: 237
Range of Reading and Level of Complexity	
10. Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed.	Unit 2, Module P: 99, 107, 115, 123, 131, 139, 147, 155 Unit 3, Module P: 201, 233 Unit 4, Module P: 13, 21, 29, 53, 61, 69 Unit 5, Module P: 115, 131, 155 Unit 6, Module P: 185, 193, 201, 217, 233, 241
Reading Standards for Informational Text	
Key Ideas and Details	
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.	Unit 1, Module P: 9, 10, 11, 12, 13, 18, 28, 29, 33, 34, 35, 37, 51, 52, 69 Unit 2, Module P: 136, 143, 144, 145 Unit 3, Module P: 181, 182, 183, 184, 185, 190, 197, 198, 205, 206, 213, 214, 215, 217, 221, 222, 223, 241 Unit 4, Module P: 42 Unit 5, Module P: 144, 145, 147

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To the Alaska English/Language Arts Standards**

Alaska English/Language Arts Standards	ReadyGEN Biliteracy Pathway ©2016 Kindergarten
2. With prompting and support, identify the main topic and retell key details of a text.	Unit 1, Module P: 9, 10, 11, 12, 13, 29, 49, 57, 65 Unit 2, Module P: 128, 130 Unit 3, Module P: 181, 182, 183, 184, 185, 189, 192, 197, 205, 213, 214, 215, 216, 217, 221, 237 Unit 4, Module P: 43, 45 Unit 5, Module P: 143, 144, 145, 146, 147 Unit 6, Module P: 181, 182, 183, 185
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Unit 1, Module P: 25, 26, 27, 29, 58, 59, 60, 61 Unit 2, Module P: 189, 190, 191, 193, 198, 199 Unit 3, Module P: 216 Unit 4, Module P: 42 Unit 5, Module P: 95, 96, 97 Unit 6, Module P: 197, 199, 229, 230, 231, 232
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	Unit 1, Module P: 17, 18, 21, 26, 37, 50, 66 Unit 2, Module P: 126, 127 Unit 3, Module P: 197, 206, 230, 238 Unit 4, Module P: 10, 42 Unit 5, Module P: 129, 130
5. Identify the front cover, back cover, and title page of a book.	Unit 1, Module P: 9, 11, 17, 33 Unit 3, Module P: 181, 182, 189
6. Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text.	Unit 1, Module P: 9 Unit 2, Module P: 145, 146 Unit 3, Module P: 213, 214 Unit 4, Module P: 11, 13 Unit 5, Module P: 147 Unit 6, Module P: 190, 191, 192
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Unit 1, Module P: 22, 62 Unit 3, Module P: 205-207, 209 Unit 5, Module P: 119, 121-123, 129, 131
8. With prompting and support, identify the opinions an author states in a text.	Unit 1, Module P: 49, 50, 51, 53, 65, 66, 67, 69

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9. With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two photos or diagrams, compare two animal babies).	Unit 1, Module P: 66, 68 Unit 3, Module P: 237, 238, 239, 240, 241
Range of Reading and Level of Complexity	
10. Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed.	Unit 1, Module P: 13, 21, 29, 37, 61, 69 Unit 2, Module P: 131, 147 Unit 3, Module P: 185, 193, 217, 241 Unit 4, Module P: 45 Unit 5, Module P: 99
Reading Standards: Foundational Skills	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print;	
a. Follow words from left to right, top to bottom, and page-by-page;	Unit 1, Module P: 9 Unit 2, Module P: 95, 111 Unit 3, Module P: 181 Unit 4, Module P: 25 Unit 6, Module P: 181, 205
b. Recognize that spoken words are represented in written language by specific sequences of letters;	Unit 1, Module P: 17, 24, 28, 32 Unit 2, Module P: 94, 110 Unit 3, Module P: 219, 236 Unit 4, Module P: 15, 16, 64 Unit 5, Module P: 150 Unit 6, Module P: 189
c. Understand that words are separated by spaces in print;	Unit 1, Module P: 15, 17, 23, 31, 39, 47 Unit 2, Module P: 101, 109, 117, 125, 133 Unit 3, Module P: 187, 195, 203, 211, 219 Unit 4, Module P: 23, 33, 187 Unit 6, Module P: 189
d. Recognize and name all upper- and lowercase letters of the alphabet.	Unit 1, Module P: 8, 15, 16, 23, 31, 64 Unit 4, Module P: 23 Unit 5, Module P: 109, 116, 117 Unit 6, Module P: 187, 212

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Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes);	
a. Recognize and produce rhyming words;	Unit 1, Module P: 40 Unit 4, Module P: 40 Unit 5, Module P: 127 Unit 6, Module P: 224
b. Count, pronounce, blend, and segment syllables in spoken words;	Unit 1, Module P: 102 Unit 2, Module P: 102, 150 Unit 3, Module P: 204, 209, 219, 235 Unit 4, Module P: 8, 15, 16, 32, 63 Unit 5, Module P: 94, 110, 118, 123, 149, 150, 154, 157 Unit 6, Module P: 180, 188, 196, 204, 209, 236
c. Blend and segment onsets and rimes of single-syllable spoken words;	Unit 2, Module P: 118, 126 Unit 3, Module P: 188, 212 Unit 5, Module P: 94, 126
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.);	Unit 2, Module P: 94, 110, 126 Unit 3, Module P: 212 Unit 4, Module P: 24 Unit 5, Module P: 126
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. *Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.	Unit 2, Module P: 94, 126 Unit 3, Module P: 212 Unit 4, Module P: 8 Unit 5, Module P: 118, 126

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Alaska English/Language Arts Standards	ReadyGEN Biliteracy Pathway ©2016 Kindergarten
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words;	
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant;	Unit 1, Module P: 15, 23, 31 Unit 2, Module P: 123 Unit 3, Module P: 180, 188, 196 Unit 4, Module P: 16, 24, 32, 37 Unit 5, Module P: 94, 102, 110, 118, 150
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels;	Unit 1, Module P: 8, 15, 16, 23, 31, 63, 64 Unit 2, Module P: 149 Unit 3, Module P: 235 Unit 4, Module P: 63 Unit 5, Module P: 149 Unit 6, Module P: 235
c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does);	Unit 1, Module P: 24, 28, 32 Unit 2, Module P: 101, 109, 125, 110, 117, 133 Unit 3, Module P: 187, 195, 203, 211, 219, 236 Unit 4, Module P: 15, 20, 23, 31, 39, 47, 64 Unit 5, Module P: 101, 109, 117, 125, 133 Unit 6, Module P: 187, 195, 203, 211, 219
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Unit 1, Module P: 102 Unit 2, Module P: 94, 118, 150 Unit 4, Module P: 32 Unit 5, Module P: 94, 110 Unit 6, Module P: 204
Fluency	
4. Read emergent-reader texts with purpose and understanding.	Unit 1, Module P: 12, 20, 28, 33, 36, 41, 44, 49, 52, 57, 60, 65, 68 Unit 2, Module P: 98, 106, 111, 114, 122, 127, 130, 135, 138, 143, 146, 151, 154 Unit 3, Module P: 184, 192, 197, 200, 205, 208, 213, 224, 229, 232, 240 Unit 4, Module P: 9, 12, 17, 20, 25, 28, 33, 36, 41, 44, 49, 52, 57, 60, 65, 68 Unit 5, Module P: 98, 106, 111, 114, 119, 122, 127, 130, 135, 138, 143, 146, 151 Unit 6, Module P: 192, 197, 200, 205, 213, 216, 221, 224, 229, 232, 237, 240

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To the Alaska English/Language Arts Standards**

Alaska English/Language Arts Standards	ReadyGEN Biliteracy Pathway ©2016 Kindergarten
Writing Standards K-5	
Text Types and Purposes	
1. Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because...; My favorite part of the story is when...; I think it was funny when...).	Unit 5, Module P: 100, 108, 116, 124, 132, 140, 146, 148, 156 Unit 6, Module P: 186, 194, 202, 210, 218, 226, 234, 242
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Unit 1, Module P: 14, 22, 30, 38, 46, 54, 62, 70 Unit 3, Module P: 186, 202, 210, 218, 226, 234, 242
3. Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened.	Unit 2, Module P: 100, 108, 116, 124, 132, 140, 148, 156 Unit 4, Module P: 14, 22, 30, 38, 46, 54, 62, 70
Production and Distribution Writing	
4. (Begins in grade 3.)	Not applicable according to the Alaska English/Language Arts Standards
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Unit 1, Module P: 14, 46, 62 Unit 2, Module P: 116, 124, 132, 140, 148 Unit 3, Module P: 210 Unit 4, Module P: 22, 46, 62 Unit 5, Module P: 148, 156 Unit 6, Module P: 202, 218
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Unit 1, Module P: 73, 76 Unit 2, Module P: 159, 162 Unit 3, Module P: 245, 248 Unit 4, Module P: 73, 76 Unit 5, Module P: 159, 162 Unit 6, Module P: 245, 248

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To the Alaska English/Language Arts Standards**

Alaska English/Language Arts Standards	ReadyGEN Biliteracy Pathway ©2016 Kindergarten
Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them).	Unit 1, Module P: 14, 22, 46, 70 Unit 2, Module P: 108 Unit 3, Module P: 245 Unit 5, Module P: 100
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Unit 1, Module P: 54, 70 Unit 2, Module P: 148 Unit 3, Module P: 218, 234, 242 Unit 5, Module P: 100, 108, 159 Unit 6, Module P: 245
9. (Begins in grade 4)	Begins at grade 4 according to the Alaska English/Language Arts Standards
Range of Writing	
10. (Begins in grade 3)	Begins at grade 3 according to the Alaska English/Language Arts Standards
Speaking and Listening Standards K-5	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups;	
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion);	Unit 1, Module P: 11, 19, 27, 35, 43, 51, 59, 67 Unit 2, Module P: 97, 105, 113, 121, 129, 137, 145, 153 Unit 3, Module P: 183, 191, 199, 207, 215, 223, 231, 239 Unit 4, Module P: 11, 19, 27, 35, 43, 51, 59, 67 Unit 5, Module P: 97, 105, 113, 121, 129, 137, 145, 153 Unit 6, Module P: 183, 191, 199, 207, 215, 223, 231, 239

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To the Alaska English/Language Arts Standards**

Alaska English/Language Arts Standards	ReadyGEN Biliteracy Pathway ©2016 Kindergarten
b. Continue a conversation through multiple exchanges.	<p>Unit 1, Module P: 11, 19, 27, 35, 43, 51, 59, 67 Unit 2, Module P: 97, 105, 113, 121, 129, 137, 145, 153 Unit 3, Module P: 183, 191, 199, 207, 215, 223, 231, 239 Unit 4, Module P: 11, 19, 27, 35, 43, 51, 59, 67 Unit 5, Module P: 97, 105, 113, 121, 129, 137, 145, 153 Unit 6, Module P: 183, 191, 199, 207, 215, 223, 231, 239</p>
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<p>Unit 1, Module P: 10, 18, 26, 34, 42, 50, 58, 66 Unit 2, Module P: 96, 104, 112, 120, 128, 136, 144, 152 Unit 3, Module P: 182, 190, 198, 206, 214, 222, 230, 238 Unit 4, Module P: 10, 18, 26, 34, 42, 50, 58, 66 Unit 5, Module P: 96, 104, 112, 120, 128, 136, 144, 152 Unit 6, Module P: 182, 190, 198, 206, 214, 222, 230, 238</p>
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<p>Unit 1, Module P: 8, 9, 10, 16, 17, 18, 24, 34, 35, 37, 40, 41, 43, 45, 46, 50, 53, 56, 58, 66, 69 Unit 2, Module P: 94, 96, 99, 102, 104, 107, 110, 111, 112, 115, 118, 120, 123, 126, 128, 134, 136, 142, 147, 151, 152 Unit 3, Module P: 182, 184, 188, 189, 190, 196, 197, 221, 223, 224, 225, 228, 229, 230, 233, 236, 237, 238 Unit 4, Module P: 8, 10, 13, 16, 17, 18, 24, 25, 26, 27, 29, 32, 34, 35, 37, 40, 42, 48, 58, 66 Unit 5, Module P: 94, 95, 96, 99, 102, 103, 104, 110, 111, 112, 113, 115, 118, 119, 120, 126, 127, 128, 131, 134, 135, 136 Unit 6, Module P: 181, 182, 189, 190, 192, 196, 197, 198, 204, 205, 206, 212, 213, 217, 220, 221, 222, 223, 228, 230, 236</p>

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Presentation of Knowledge and Ideas	
4. Describe familiar people, places, things, and events, and with prompting and support, provide additional related details.	Unit 1, Module P: 8, 34, 56, 58, 61 Unit 2, Module P: 94, 98, 99, 114, 123, 128, 134, 144, 146 Unit 3, Module P: 200, 207, 228 Unit 4, Module P: 10, 21, 26, 28, 29, 32, 34, 37, 56, 58, 65 Unit 5, Module P: 118, 120, 134, 135, 136, 139 Unit 6, Module P: 184, 216, 224, 228, 230
5. Add drawings or other visual displays to descriptions as desired to provide additional details.	Unit 1, Module P: 13, 16, 29, 44, 61 Unit 2, Module P: 99, 102, 123, 126, 147, 154 Unit 3, Module P: 203, 241 Unit 4, Module P: 15, 21, 23, 51, 53 Unit 5, Module P: 139, 155 Unit 6, Module P: 183
6. Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences when appropriate to task and situation.	Unit 1, Module P: 13, 36, 46, 60 Unit 2, Module P: 114, 138 Unit 3, Module P: 192, 202, 210, 216, 218 Unit 4, Module P: 21, 22, 29, 60 Unit 5, Module P: 106, 146 Unit 6, Module P: 182, 183, 185, 208
Language Standards K-5	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;	
a. Print many upper- and lowercase letters;	Unit 1, Module P: 14, 15, 22, 23, 30, 31, 39, 47 Unit 2, Module P: 101, 117, 125, 133 Unit 3, Module P: 187, 195, 203, 211, 219 Unit 4, Module P: 15, 23, 31, 39, 47 Unit 5, Module P: 101, 109, 117, 125, 141 Unit 6, Module P: 187, 195, 203, 211, 219
b. Use frequently occurring nouns and verbs;	Unit 1, Module P: 55, 71 Unit 2, Module P: 109, 125, 141 Unit 3, Module P: 203, 211 Unit 4, Module P: 31, 39 Unit 5, Module P: 125, 133, 141 Unit 6, Module P: 219, 227
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes);	Unit 1, Module P: 81 Unit 3, Module P: 243 Unit 6, Module P: 219, 250

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Alaska English/Language Arts Standards	ReadyGEN Biliteracy Pathway ©2016 Kindergarten
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how);	Unit 1, Module P: 54 Unit 2, Module P: 157 Unit 5, Module P: 101, 125, 133
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with);	Unit 1, Module P: 8, 24, 34, 42, 58, 84 Unit 2, Module P: 108, 128, 170 Unit 3, Module P: 179, 180, 227, 236, 256 Unit 4, Module P: 24, 42, 79 Unit 5, Module P: 170 Unit 6, Module P: 214, 230, 243, 256
f. Produce and expand complete sentences in shared language activities.	Unit 1, Module P: 47 Unit 2, Module P: 100, 101, 116, 117, 132, 133, 140 Unit 3, Module P: 186, 187, 242 Unit 4, Module P: 23, 46, 47, 54, 71 Unit 5, Module P: 108, 117, 187 Unit 6, Module P: 186, 195, 202, 203, 211
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;	
a. Capitalize the first word in a sentence, the first letter of the student's name, and the pronoun I;	Unit 1, Module P: 47 Unit 2, Module P: 100, 101, 116, 117, 132, 133, 140 Unit 3, Module P: 186, 187, 242 Unit 4, Module P: 23, 46, 47, 54, 71 Unit 5, Module P: 108, 117, 187 Unit 6, Module P: 186, 195, 202, 203, 211
b. Recognize and name end punctuation;	Unit 1, Module P: 47 Unit 2, Module P: 100, 101, 116, 117, 132, 133, 140 Unit 3, Module P: 186, 187, 242 Unit 4, Module P: 23, 46, 47, 54, 71 Unit 5, Module P: 108, 117, 187 Unit 6, Module P: 186, 195, 202, 203, 211
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes);	Unit 1, Module P: 14, 15, 22, 23, 30, 31, 39, 47 Unit 3, Module P: 194, 203 Unit 4, Module P: 22 Unit 5, Module P: 116 Unit 6, Module P: 186, 194, 195, 202, 210, 218

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To the Alaska English/Language Arts Standards**

Alaska English/Language Arts Standards	ReadyGEN Biliteracy Pathway ©2016 Kindergarten
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Unit 3, Module P: 219 Unit 4, Module P: 15 Unit 5, Module P: 157 Unit 6, Module P: 186, 194, 202, 210, 218
Knowledge of Language	
3. (Begins in grade 2)	Begins in grade 2 according to the Alaska English/Language Arts Standards
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content;	
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck);	Unit 2, Module P: 113, 115 Unit 3, Module P: 139 Unit 5, Module P: 105
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word;	Unit 2, Module P: 105, 109, 137, 139 Unit 3, Module P: 231, 233 Unit 4, Module P: 78 Unit 5, Module P: 120, 141, 164, 165, 166 Unit 6, Module P: 198
5. With guidance and support from adults, explore word relationships and nuances in word meanings;	Unit 3, Module P: 204 Unit 4, Module P: 21, 78, 81 Unit 5, Module P: 97, 128 Unit 6, Module P: 227, 245
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent;	Unit 3, Module P: 204 Unit 4, Module P: 21, 78, 81 Unit 5, Module P: 97, 128 Unit 6, Module P: 227, 245
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms);	Unit 1, Module P: 32, 64 Unit 3, Module P: 188 Unit 4, Module P: 39
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful);	Unit 1, Module P: 7, 8, 32, 40, 48, 56 Unit 2, Module P: 94, 102, 118, 126 Unit 3, Module P: 180, 188, 199, 200 Unit 4, Module P: 8, 16, 24, 48 Unit 5, Module P: 102, 110, 126 Unit 6, Module P: 180, 196, 204, 212

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<p align="center">Alaska English/Language Arts Standards</p>	<p align="center">ReadyGEN Biliteracy Pathway ©2016 Kindergarten</p>
<p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>Unit 2, Module P: 129, 131 Unit 3, Module P: 250 Unit 4, Module P: 24</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Unit 1, Module P: 11, 19, 27, 35, 43, 51, 59, 67 Unit 2, Module P: 97, 105, 113, 121, 129, 137, 145, 153 Unit 3, Module P: 183, 191, 199, 207, 215, 223, 231, 239 Unit 4, Module P: 11, 19, 27, 35, 43, 51, 59, 67 Unit 5, Module P: 97, 105, 113, 121, 129, 137, 145, 153 Unit 6, Module P: 183, 191, 199, 207, 215, 223, 231, 239</p>