

A Correlation of
ReadyGEN
Grade 1, ©2016



To

Arizona's
English Language Arts Standards

A Correlation of ReadyGEN ©2016, Grade 1 To Arizona’s English Language Arts Standards (2016)

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets *Arizona’s English Language Arts Standards (2016)*. Correlation page references are to the Unit Module Teacher’s Guides and are cited by grade, unit and page references. New Foundational Skills pages are also cited.

ReadyGEN ©2016 is a K-6 comprehensive literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

Authentic Text at the Core of Instruction

- The only elementary literacy program that puts a library of 12 authentic trade books in the hands of every child
- Cohesive text sets that provide a springboard into the exploration of language, literacy, and collaboration
- Digital access to every trade book to shift students’ behavior from passive to active learning

Supportive, Flexible, and Customizable

- Foundational skills instruction and practice built into every lesson
- An Interactive Teacher’s Guide for point-of-use access to close reading support, note-sharing, and modeling videos
- A variety of scaffolding strategies promoting instructional equity and access to rigorous text for all students
- Meaningful Center Activities aligned to ReadyGEN texts, writing modes, and Enduring Understandings
- Ability to rearrange content, add links and information, upload resources, and build your own tests for a personalized experience
- Professional development for customization and instructional support

Assessment for Responsive Teaching

- Various assessment opportunities for you to use with students to monitor their progress toward college and career readiness
- Baseline Assessments
- Formative checkpoints throughout instruction
- Performance-Based Assessments at the end of every module
- Access to technology-enhanced items
- Summative, End-of-Unit assessments

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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
Arizona’s English Language Arts Standards – 1st Grade	
Reading Standards for Literature	
Key Ideas and Details	
1.RL.1 Ask and answer questions such as who, what, where, why, when, and how about key details in a text.	<p>TG U1: 13, 16-17, 53, 63, 73, 84, 86, 93, 113, 123, 133, 136-137</p> <p>TG U2: 13, 17, 33, 63, 93, 103, 123, 173, 174, 176, 182, 183</p> <p>TG U3: 42, 92-94, 95-97, 102</p> <p>TG U4: 92-94, 95-97</p> <p>TG U5: 32-34, 43, 63, 73, 123, 133</p> <p>TG U6: 83, 85, 93, 192-194, 195-197</p>
1.RL.2 Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.	<p>TG U1: 14, 16-17, 44, 46-47, 114, 115, 116-117, 124, 126-127</p> <p>TG U2: 62-64, 66-67, 102, 122-124, 126-127, 132, 162-164, 166-167, 202-204, 206-207</p> <p>TG U3: 12-14, 15-17, 62-64, 65-67, 112-114, 116-117</p> <p>TG U4: 12-14, 15-17, 62-64, 66-67, 82-84, 86-87, 112-114, 116-117</p> <p>TG U5: 28-30, 37, 38-40, 62-64, 66-67</p> <p>TG U6: 62-64, 66-67, 92-94, 96-97, 112-114, 115-117, 132-134, 172-174, 175-177</p>
1.RL.3 Describe characters, settings, and major events in a story, using key details.	<p>TG U1: 12-14, 22-24, 26-27, 42-44, 82-84, 94, 96-97, 102-104</p> <p>TG U2: 12-14, 16-17, 22-24, 26-27, 32-34, 42-44, 46-47, 104, 106-107</p> <p>TG U3: 12-14, 15-17, 22-24, 26-27, 32-34, 52-54, 56-57, 82-84, 85-87</p> <p>TG U4: 22-24, 26-27, 62-64, 66-67</p> <p>TG U5: 22-24, 25-27, 42-44, 45-47, 52-54, 55-57</p> <p>TG U6: 82-84, 85-87, 162-164, 166-167, 212-214, 216-217</p>

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Craft and Structure	
1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	TG U1: 24, 25-27, 84, 86-87 TG U2: 72-74, 75-77, 94, 95-97, 182-184, 185-187 TG U3: 42-44, 45-47, 252 TG U4: 42-44, 45-47, 202 TG U5: 12-14, 15-17, 32, 182, 202 TG U6: 74, 75-77, 102-104, 106-107
1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	TG U1: 132-134, 137 TG U2: 272-274, 276-277 TG U4: 72-74, 76-77 TG U5: 132, 134, 137 TG U6: 262-264, 266-267
1.RL.6 Identify who is telling the story at various points in a text.	TG U3: 72, 74, 76-77 TG U5: 23 TG U6: 63, 213
Integration of Knowledge and Ideas	
1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	TG U1: 22-24, 26-27, 32-34, 35, 84, 85-87, 92-94, 96-97 TG U2: 22-24, 26-27, 42-44, 45-47, 172-174, 175-177 TG U3: 22-24, 26-27, 52-54, 56-57, 82-84, 85-87 TG U4: 52-54, 55-57, 102-104, 105-107 TG U5: 52-54, 56-57 TG U6: 72-74, 75-77
1.RL.8 (Not applicable to literature)	No applicable to literature according to Arizona’s English Language Arts Standards
1.RL.9 Compare and contrast the adventures and experiences of characters in stories.	TG U1: 62-64, 66-67 TG U2: 104, 106-107, 132-134, 135 TG U3: 122-124, 125-127 TG U4: 122-124, 126-127 TG U6: 122-124, 126-127

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Range of Reading and Level of Text Complexity	
1.RL.10 With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 162, 182</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 112, 122, 132</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 82, 102, 112, 122, 132</p> <p>TG U5: 12, 22, 32, 62, 72, 122, 132</p> <p>TG U6: 62, 72, 82, 92, 102, 112, 172, 182, 192, 202, 212, 222</p>
Reading Standards for Informational Text	
Key Ideas and Details	
1.RI.1 Ask and answer questions such as who, what, where, why, and how about key details in a text.	<p>TG U1: 193-194, 195-197, 223-224, 226-227, 253-254, 256-257, 263-264, 266-267</p> <p>TG U2: 222, 226-227, 233, 234, 236-237, 242-243, 252-253</p> <p>TG U3: 173, 214, 233, 252-254, 256-257</p> <p>TG U4: 262-264, 265-267</p> <p>TG U5: 82-84, 85-87, 112-114, 115-117, 162-164, 165-167</p> <p>TG U6: 44, 242-243, 252-253, 272-274</p>
1.RI.2 Identify the main topic and retell key details of a text.	<p>TG U1: 162-163, 182-184, 185-187, 252-254, 256-257</p> <p>TG U2: 212-214, 216-217, 262-264, 266-267</p> <p>TG U3: 162-164, 166-167, 182-184, 186-187, 252-254, 256-257</p> <p>TG U4: 182-184, 185-187</p> <p>TG U5: 107, 232-234</p> <p>TG U6: 132-134, 242-244, 246-247</p>
1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.	<p>TG U1: 212-214, 215-217</p> <p>TG U2: 242-244, 245-247, 252-254, 255-257</p> <p>TG U3: 232-234</p> <p>TG U4: 202-204, 205-207, 252-254, 255-257</p> <p>TG U5: 92-94, 95-97, 122-124, 126-127</p> <p>TG U6: 12-14, 15-17, 232-234, 235</p>

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Craft and Structure	
1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	TG U1: 164, 165-167 TG U2: 223, 233-234 TG U3: 262-264, 266-267 TG U4: 162-164, 165-167, 242-244, 245-247 TG U5: 192-194, 195-197 TG U6: 44, 252-254, 255-257
1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	TG U1: 162-163, 172-174, 175-177, 222-224, 226-227 TG U2: 212-214, 216-217, 222-224, 226-227 TG U3: 172-174, 176-177 TG U4: 172-174, 175-177, 192-194, 195-197 TG U5: 182-184, 185-187, 202-204, 205-207, 242-244, 246-247 TG U6: 262, 264
1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	TG U1: 202-204, 206-207 TG U2: 232-234, 235 TG U3: 272-274, 276-277 TG U4: 232-234, 235 TG U5: 102-104, 106-107 TG U6: 243
Integration of Knowledge and Ideas	
1.RI.7 Use the illustrations and details in a text to describe its key ideas.	TG U1: 262-264, 272-274, 275-277 TG U2: 222-224, 226-227, 232-234, 235 TG U3: 253, 256-257, 273 TG U4: 212-214, 216-217 TG U5: 172-174, 176-177, 212-214, 215-217, 232-234, 246-247 TG U6: 22-24, 25-27
1.RI.8 Identify the reasons an author gives to support points in a text.	TG U3: 192-194, 196-197, 242-244, 245-247 TG U6: 52-54, 55-57
1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TG U1: 242-244, 245-247 TG U2: 262-264, 267 TG U3: 202-204, 205-207, 212-214, 215-217 TG U4: 222-224, 226-227, 272-274, 276-277 TG U5: 262-264, 266-267, 272-274, 276-277 TG U6: 122-124, 126-127

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Range of Reading and Level of Text Complexity	
1.RI.10 With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1.	<p>TG U1: 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272</p> <p>TG U2: 222, 232, 242, 252, 262, 272</p> <p>TG U3: 162, 172, 182, 192, 202, 212, 232, 252, 262, 272</p> <p>TG U4: 172, 182, 192, 202, 212, 232, 242, 272</p> <p>TG U5: 162, 172, 182, 202, 212, 222, 242, 252, 262</p> <p>TG U6: 12, 22, 32, 42, 52, 122, 132, 232, 242, 252, 262, 272</p>
Reading Standards: Foundational Skills	
Print Concepts	
1.RF.1 Demonstrate understanding of the organization and basic features of print.	<p>TG U1: 74b, 84a, 94b, 104a, 124b, 134a, 212, 274b, FS5, FS7, FS9, FS13, FS15, FS19</p> <p>TG U2: 162, 165, 212, 254a, FS3, FS7, FS9, FS11, FS15, FS19</p> <p>TG U3: 12, 42, 104b, 132, FS3, FS7, FS11</p> <p>TG U4: 12, 138</p> <p>TG U5: 12, 82</p> <p>TG U6: 162, 192, 232</p>
a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).	<p>TG U1: 41, 52, 74b, 94b, 112, 121, 124b, 132, 134a, 141, 174b, FS7, FS13, FS15, FS19</p> <p>TG U2: 24b, 74b, 82, 124b, 132, 134b, 172, 192, 224b, 244b, 252, 254b, FS7, FS9, FS11, FS13, FS15, FS19</p> <p>TG U3: 24b, 32, 42, 74b, 124b, 132, 224b, FS3, FS7, FS11</p> <p>TG U4: 212, 251, 261, 271</p> <p>TG U5: 21, 31, 41, 271</p> <p>TG U6: 21, 31, 251</p>

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Phonological Awareness	
1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<p>TG U1: 24b, 34a, 64a, 164a, 184a, 214a, 224b, 234a, 264a, 274a-274b, FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U2: 14a, 34a, 64a, 84a, 114a, 184a, 214a, 234a, FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U3: 14a, 34a, 64a, 84a, 114a, 134a, 164a, 184a, 214a, 264a, FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U4: 34a, 84a, 104a, 164a, 184a, FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U5: 14a, 34a, 64a, 84a, 164a, 184a, 214a, 234a, 264a, FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U6: 14a, 34a, 54a, 64a, 84a, 134a, 164a, 184a, 214a, 234a, 264a, FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p>
a. Distinguish long from short vowel sounds in spoken single-syllable words.	<p>TG U1: 71</p> <p>TG U3: 64a, 114a, 214a, 164a, 214a, 264a, 275, FS6, FS10, FS14, FS18, FS22</p> <p>TG U4: 14a, 64a, FS2, FS3</p> <p>TG U5: 65, 101, 114a, FS2, FS5, FS6, FS7, FS11, FS14, FS15</p>
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<p>TG U1: 34b, 234b, 254a, 274b, FS4, FS5, FS9, FS10, FS12, FS13, FS14, FS16, FS18, FS22, FS24</p> <p>TG U2: 14a, 34a, 64a, 84a, 114a, 164a, 184a, 214a, 234a, 264a, FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U3: 14a, 34a, 84a, 134a, 184a, 234a, FS2, FS4, FS5, FS8, FS9, FS12, FS13, FS16, FS17, FS22</p> <p>TG U4: 264a, FS2, FS4, FS5, FS6, FS9, FS10, FS13, FS16, FS20, FS24, FS25</p> <p>TG U5: 14a, 134a, 164a, 184a, 234a, FS2, FS5, FS6, FS9, FS10, FS12, FS13, FS14, FS16, FS20, FS24, FS25</p> <p>TG U6: FS2, FS5, FS6, FS10, FS14, FS18, FS21, FS24</p>

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c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<p>TG U1: 14a, 24a, 34a, 64a, 84a, 104a, 114a, 134a, 164a, 184a, 214a, 224b, 234a, 264a, 274a-274b, FS2, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U2: 14a-14b, 34a, 54a, 64a, 84a, 104a, 114a, 204a, 214a, 234a, 254a, 264a, FS2, FS4, FS6, FS8, FS10, FS18, FS20, FS22, FS24</p> <p>TG U3: 14a, 34a, 54a, 64a, 84a, 104a, 114a, 134a, 164a, 214a, 264a, FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS18, FS22</p> <p>TG U4: 14a, 34a, 54a, 64a, 104a, 134a, 214a, FS2, FS4, FS6, FS12, FS16, FS18, FS24</p> <p>TG U5: 14a, 34a, 54a, 64a, 104a, 114a, 134a, 164a, 184a, 234a, FS2, FS6, FS10, FS12, FS14, FS16, FS20, FS24</p> <p>TG U6: 54a, 114a, 164a, FS2, FS6, FS10, FS14, FS18, FS24</p>
d. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p//a/t/).	<p>TG U1: 64a, 84a, 114a, 134a, FS16, FS20, FS24</p> <p>TG U2: 164a, 184a, 234a, 264a, FS8, FS12, FS14, FS16, FS18, FS20, FS21, FS22, FS24</p> <p>TG U3: 184a, 234a, FS4, FS8, FS12, FS21</p> <p>TG U4: 64a, 214a, FS2, FS6, FS12, FS16, FS18, FS24</p> <p>TG U5: FS6, FS9, FS10, FS12, FS14, FS16, FS20, FS24, FS25</p> <p>TG U6: 14a, 64a, FS2, FS6, FS10, FS14, FS18, FS24</p>
e. Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain) and consonant blends (e.g., /bl/, /st/, /tr/).	<p>TG U2: 113, 114, 115, 116, 117, 212</p> <p>TG U5: 252</p> <p>TG U6: 22</p>
f. Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.	<p>TG U1: FS2, FS3, FS6, FS13, FS14, FS18, FS20</p> <p>TG U2: FS2, FS6, FS22</p> <p>TG U3: FS6, FS8, FS18, FS22</p> <p>TG U4: FS2, FS4</p> <p>TG U5: 171</p>

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Phonics and Word Recognition	
1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.	<p>TG U1: 14b, 24b, 34b, 64b, 84b, 104a, 114b, 124b, 134b, 164b, 174b, 184b, 214b, 224b, 234b, 244a, 254a, 264b, 274a-274b, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U2: 14b, 24b, 34b, 44b, 54a-54b, 64b, 74b, 84b, 94b, 104a-104b, 114b, 124b, 164b, 174b, 194b, 204a-204b, 214b, 224b, 234b, 244b, 254a, 264b, 274b, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U3: 14b, 24b, 34b, 44b, 54a-54b, 64b, 74b, 84b, 94b, 104a-104b, 114b, 134b, 164b, 174b, 184b, 194b, 204a-204b, 214b, 224b, 234b, 244b, 254a-254b, 264b, 284b. FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U4: 14b, 24b, 54a, 64b 74b, 84b, 94b, 104a, 114b, 124b, 134b, 164b, 174b, 184b, 195b, 204a-204b, 214b, 224b, 234b. 244b, 254a-254b, 264b, 274b, FS3, FS5, FS7, 84b, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS25</p> <p>TG U5: 14b, 24b, 34b, 44b, 54a, 64b, 74b, 84b, 94b, 104a, 114b, 124b, 164b, 174b, 184b, 194b, 204a-204b, 214b, 224b, 234b, 244b, 254a-254b, 264b, 274b, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U6: 14b, 24b, 54a-54b, 64b, 74b, 84b, 94b, 104a, 114b, 124b, 164b, 174b, 184b, 194b, 204a, 204b, 214b, 224b, 234b, 244b, 254a-254b, 264b, 274b, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p>
a. Know the spelling-sound correspondences for common consonant digraphs.	TG U3: 14b, 24b, 54a, 134b, FS2, FS3, FS5, FS12, FS13

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b. Decode regularly spelled one-syllable words.	<p>TG U1: 14b, 34b, 44b, 54a-54b, 64b, 74b, 84b, 94b, 104a, 114b, 124b, 134b, 164b, 174b, 184b, 194b, 204a-204b, 214b, 234b, 244b, 254a-254b, 264b, 274b, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U2: 14b, 24b, 34b, 44b, 54a-54b, 64b, 74b, 84b, 94b, 104a-104b, 114b, 124b, 164b, 174b, 194b, 204a, 214b, 224b, 234b, 244b, 254a, 264b, 274b, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS19, FS21, FS23, FS25</p> <p>TG U3: 14b, 24b, 34b, 44b, 54a-54b, 64b, 84b, 94b, 104a-104b, 114b, 124b, 134b, 164b, 174b, 184b, 204a-204b, 214b, 224b, 234b, 244b, 254a-254b, 264b, 274b, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS19, FS23</p> <p>TG U4: 14b, 24b, 44b, 54a-54b, 64b, 74b, 104a-104b, 134b, 174b, 184b, 194b, 204a-204b, 214b, 224b, 234b, 244b, 254a-254b, FS3, FS5, FS7, FS13, FS17, FS19</p> <p>TG U5: 14b, 24b, 34b, 54a, 64b, 74b, 104a, 114b, 124b, 134b, 164b, 174b, 184b, 194b, 204a-204b, 224b, 234b, 244b, 254a-254b, 264b, 274b, FS3, FS7, FS11, FS13, FS15, FS21, FS25</p> <p>TG U6: 14b, 24b, 34b, 54a, 64b, 74b, 84b, 94b, 104a, 114b, 124b, 134b, 164b, 184b, 194b, 204b, 214b, 224b, 244b, 254a-254b, 264b, 274b, FS3, FS7, FS9, FS11, FS15, FS19, FS25</p>
c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<p>TG U3: FS24</p> <p>TG U4: 34b, FS4</p> <p>TG U6: 34b, 84b, 94b, 104a, 234b, 254a, FS4, FS8, FS20</p>
d. Recognize and apply all six syllable types when decoding grade level texts.	<p>TG U2: 184b, FS16, FS17</p> <p>TG U3: FS24, FS25</p> <p>TG U4: FS5, FS9, FS15, FS23</p> <p>TG U5: FS19, FS23</p> <p>TG U6: 34b, 44b, 54a-54b, 84a-84b, 94b, 104a, 134a, 234a-234b, 254a, 264a-264b, FS4, FS5, FS8, FS9, FS20, FS21</p>

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e. Read words with inflectional endings.	<p>TG U2: 134a-134b, 164b, 174b, 184b, 194b, 204a-204b, FS14, FS15, FS16, FS17</p> <p>TG U3: 234b, 244b, 254a-254b, FS20, FS21</p> <p>TG U4: 114b, 124b, 164b, 174b, 204a-204b, FS10, FS11, FS13, FS14, FS15</p> <p>TG U5: 84b, 94b, FS8, FS9</p> <p>TG U6: 134b, FS12, FS20, FS21</p>
f. Recognize and read grade-appropriate irregularly spelled words.	<p>TG U1: 24a, 44a-44b, 54a-54b, 74a, 94a, 104b, 124a, 174a, 184b, 194a, 204a-204b, 224a, 244a-244b, 254b, 274a, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS25</p> <p>TG U2: 24a, 44a-44b, 54b, 74a, 94a-94b, 104b, 124a, 174a, 184b, 194a, 204b, 224a, 234a, 274a, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U3: 24a, 44a, 74a, 94a-94b, 104b, 124a, 174a, 184b, 194a-194b, 224a, 244a, 274a, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U4: 24a, 44a, 54b, 74a-74b, 94a-94b, 124a-124b, 134b, 174a-174b, 194a-194b, 204b, 224a-224b, 244a-244b, 254b, 274a, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U5: 24a, 44a-44b, 54b, 74a, 94a, 104b, 124a, 134b, 174a-174b, 194a-194b, 224a-224b, 244a-244b, 254b, 274a, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U6: 24a-24b, 44a-44b, 54b, 74a, 94a, 104b, 124a, 134b, 174a-174b, 194a-194b, 204b, 224a-224b, 244a-244b, 254b, 274a, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p>
Fluency	
1.RF.4 Read with sufficient accuracy and fluency to support comprehension.	<p>TG U1: 44b, 54a-54b, 117, 127, 167, 177, 204a-204b, 217, 244b, 254a-254b,</p> <p>TG U2: 17, 117, 127, 177, 277</p> <p>TG U3: 77, 117, 187, 227</p> <p>TG U4: 27, 87, 127, 177, 247, 277</p> <p>TG U5: 47, 87, 117, 177, 227, 247, 277</p> <p>TG U6: 27, 217, 267</p>

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a. Read on-level text with purpose and understanding.	<p>TG U1: 12, 42, 74b, 94b, 104b, 117, 124b, 162, 174b, 184b, 194b, 232</p> <p>TG U2: 12, 24b, 44b, 54b, 72, 74b, 94b, 104b, 124b, 134a-134b, 162, 174b, 184b, 194b, 204b, 212, 224b, 234b, 244b, 274b</p> <p>TG U3: 12, 22, 24b, 44b, 54b, 72, 74b, 94b, 104b, 124b, 174b, 194b, 204b, 224b, 244b, 254b, 274b</p> <p>TG U4: 12, 24b, 44b, 54b, 74b, 82, 94b, 104b, 124b, 134b, 174b, 194b, 204b, 224b, 225, 244b, 254b, 274b</p> <p>TG U5: 12, 24b, 34b, 44b, 54b, 74b, 82, 94b, 104b, 124b, 134b, 174b, 194b, 204b, 214b, 224b, 244b, 254b, 274b</p> <p>TG U6: 12, 24b, 44b, 54b, 62, 162, 74b, 74, 87, 94b, 104b, 124b, 134b, 174b, 194b, 204b, 224b, 232, 244b, 254b, 274b</p>
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>TG U1: 17, 27, 47, 67, 87, 97, 127, 167, 187, 217, 227, 247, 277</p> <p>TG U2: 27, 47, 67, 77, 97, 117, 127, 167, 177, 187, 197, 227, 247, 267, 277</p> <p>TG U3: 17, 47, 77, 87, 117, 177, 187, 197, 217, 227, 247, 267, 277</p> <p>TG U4: 27, 47, 77, 87, 97, 127, 167, 177, 187, 197, 227, 247</p> <p>TG U5: 17, 27, 67, 117, 127, 177, 187, 197, 217, 227, 247, 267, 277</p> <p>TG U6: 17, 27, 47, 67, 77, 97, 117, 127, 167, 177, 184b, 197, 227, 264b, 277</p>
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>TG U1: 73, 74, 177</p> <p>TG U2: 85, 86, 87</p> <p>TG U3: 35, 75, 135</p> <p>TG U4: 25, 65, 135</p> <p>TG U5: 35, 105, 195, 235, 247, 275, 277</p> <p>TG U6: 27, 55, 165, 265</p>

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Writing Standards	
Text Types and Purposes	
1.W.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 some sense of closure.	<p>TG U2: 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>TG U3: 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>TG U6: 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>
1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<p>TG U1: 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>TG U2: 168-170, 178-180, 188-190, 198-200, 208-210, 218-220, 248-250, 258-260, 278-280, 282-289</p> <p>TG U4: 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>TG U5: 168-170, 178-180, 188-190, 208-210, 218-220, 248-250, 258-260, 268-270, 278-280, 282-289</p>
1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<p>TG U1: 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>TG U3: 18-20, 28-30, 38-40, 48-50, 68-70, 78-80, 88-90, 128-130, 142-149</p> <p>TG U4: 18-20, 28-30, 38-40, 48-50, 68-70, 78-80, 88-90, 128-130, 142-149</p> <p>TG U5: 18-20, 28-30, 48-50, 58-60, 68-70, 88-90, 98-100, 108-110, 138-140, 142-149</p>

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Production and Distribution of Writing	
1.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	TG U1: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148 TG U2: 18,28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148 TG U3: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148 TG U4: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148 TG U5: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148 TG U6: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148
1.W.5 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.	TG U1: 78-80, 98-100, 128-130, 278-280 TG U2: 138-140, 268-270 TG U3: 58-60, 118-120 TG U4: 58-60, 68-70, 98-100, 108-110, 118-120 TG U5: 118-120, 128-130, 268-270 TG U6: 108-110, 118-120, 238-240
1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TG U1: 20, 40, 60, 80, 100, 120, 140, 180, 200, 220, 240, 250, 260, 270, 280 TG U2: 20, 30, 50, 70, 90, 110, 130, 170, 190, 200, 210, 220, 240, 260, 280 TG U3: 30, 50, 60, 80, 100, 120, 140, 170, 190, 210, 230, 250, 270 TG U4: 20, 30, 60, 90, 100, 110, 130, 138-140, 190, 220, 240, 260, 280 TG U5: 30, 50, 70, 80, 90, 100, 120, 140, 180, 200, 220, 230, 240, 270, 280 TG U6: 40, 50, 70, 100, 110, 130, 140, 170, 190, 200, 220, 230, 250, 260, 270
Research to Build and Present Knowledge	
1.W.7 With guidance and support from adults, 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).	TG U1: 168-170, 218-220, 228-230, 258-260 TG U2: 218-220 TG U4: 268-270, 278-280 TG U5: 198-200, 218-220, 228-230, 238-240 TG U6: 28-30, 58-60, 198-200

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1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TG U1: 248-250, 258-260 TG U2: 218-220, 228-230, 238-240, 268-270, 282-289 TG U3: 88-90 TG U4: 258-260, 268-270 TG U5: 88-90, 198-200, 208-210, 282-289 TG U6: 28-30, 58-60, 198-200
1.W.9 (Begins in grade 4)	Begins in grade 4 according to Arizona’s English Language Arts Standards
Range of Writing	
1.W.10 (Begins in grade 3)	Begins in grade 3 according to Arizona’s English Language Arts Standards
Writing Standards: Foundational Skills	
Sound-letter basics and Handwriting	
1.WF.1 Demonstrate and apply handwriting skills.	TG U1: TR55, TR56 TG U2: TR55, TR56 TG U3: TR55, TR56 TG U4: TR55, TR56 TG U5: TR55, TR56 TG U6: TR55, TR56 Students apply in all Independent Writing Practice
a. Write upper and lower case manuscript alphabet from memory using correct letter formation.	TG U1: 20-21, 30-31, 40-41 TG U2: 40-41
b. Write the common grapheme (letter or letter group) for each phoneme.	TG U1: 14b, 24b, 54a, 61, 64b, 74a, 84b, 104a, 114b, 134b, 162, 164b, 174a, 174b, 204a, 212, 214b, 224a, 254a, FS8, FS20 TG U2: 14b, 24a, 54a, 64b, 74a, 84b, 104a, 114b, 174a, 204a, 214b, 224a, 254a, 264b, FS13 TG U3: 24a, 54a, 74a, 84b, 174a, 224a TG U4: 24a, 54a, 74a, 174a, 224a, FS4 TG U5: 74a, 101 TG U6: 24a, 74a, 244a, 274b, FS8

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c. Write with appropriate spacing between letters and words.	TG U1: 140, 280 TG U2: 60, 140, 280 TG U3: 140
1.WF.2 Demonstrate and apply sound-letter concepts when writing.	TG U1: 50–51, 60–61, 70–71, 144 TG U2: FS2, FS4, FS6, FS8, FS10, FS12, FS18, FS20, FS22, FS24 TG U3: FS2, FS4, FS6, FS10, FS14, FS18, FS22 TG U4: FS2, FS4, FS6, FS8, FS10, FS16, FS18, FS20 TG U5: FS2, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20 TG U6: FS2, FS6, FS10, FS14, FS18, FS24
a. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.	TG U1: FS16, FS20, FS24 TG U2: FS8, FS12, FS14, FS16, FS18, FS20, FS21, FS22, FS24 TG U3: FS4, FS8, FS12, FS21 TG U4: FS2, FS6, FS12, FS16, FS18, FS24 TG U5: FS6, FS9, FS10, FS12, FS14, FS16, FS20, FS24, FS25 TG U6: FS2, FS6, FS10, FS14, FS18, FS24
b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.	TG U1: 50–51, 60–61, 70–71, 144 TG U2: FS2, FS4, FS6, FS8, FS10, FS12, FS18, FS20, FS22, FS24 TG U3: FS2, FS4, FS6, FS10, FS14, FS18, FS22, FS24 TG U4: FS2, FS4, FS6, FS8, FS10, FS16, FS18, FS20 TG U5: FS2, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20 TG U6: FS2, FS4, FS6, FS8, FS10, FS14, FS18, FS20, FS24

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Spelling	
1.WF.3 Know and apply phonics and word analysis skills when encoding words.	<p>TG U1: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS23, FS25</p> <p>TG U2: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS23, FS25</p> <p>TG U3: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS23, FS25</p> <p>TG U4: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS25</p> <p>TG U5: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS23, FS25</p> <p>TG U6: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS23, FS25</p>
a. Spell common, regular, single-syllable words using:	<p>TG U1: 32, 42, 52, 82, 92, 102, 132, 182, 192, 202, 232, 242, 252, 262, 272, FS4, FS5, FS8, FS9, FS12, FS13, FS16, FS17, FS20, FS21, FS22, FS23, FS24, FS25</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 232, 242, 252, 262, 272, FS2, FS3, FS5, FS6, FS7, FS9, FS10, FS11, FS13, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25</p> <p>TG U3: 12, 22, 52, 62, 72, 102, 112, 115, 122, 132, 162, 172, 202, 212, 222, 252, 262, 272, 275, FS2, FS3, FS5, FS6, FS7, FS9, FS10, FS11, FS12, FS13, FS14, FS15, FS17, FS18, FS19, FS21, FS22, FS23, FS25</p> <p>TG U4: 12, 22, 52, 132, 182, 192, 202, 204a, 212, 222, 252, FS2, FS3, FS5, FS12, FS13, FS16, FS17, FS18, FS19, FS21</p> <p>TG U5: 245, FS2, FS3, FS5, FS6, FS7, FS9, FS10, FS11, FS13, FS14, FS15, FS17</p> <p>TG U6: 131, 182, 192, 202, FS16, FS17, FS24, FS25</p>
1. Short vowels and single consonants.	<p>TG U1: 32, 42, 52, 82, 92, 102, 132, 182, 192, 202, 232, 242, 252, FS4, FS5, FS8, FS9, FS12, FS13, FS16, FS17, FS20, FS21, FS24, FS25</p> <p>TG U2: 12, 22, 52, 62, 72, 102, 112, 122, 262, 272, FS2, FS3, FS6, FS7, FS9, FS10, FS11, FS13, FS18, FS19, FS21, FS22, FS23, FS25</p>

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2. Consonant graphemes including <i>qu</i> , <i>x</i> , and <i>-ck</i> ; digraphs (e.g., <i>thin</i> , <i>shop</i> , <i>when</i> , <i>much</i> , <i>sing</i>); and doubled letters (e.g., <i>off</i> , <i>will</i> , <i>mess</i>).	TG U1: 262, 272, FS22, FS23, FS25 TG U2: 32, 42, 52, 82, 92, 102, FS5, FS6, FS8, FS9, FS18 TG U3: 12, 22, 52, 132, FS2, FS3, FS5, FS12, FS13 TG U4: 204a
3. Initial and final consonant blends (e.g., <i>must</i> , <i>slab</i> , <i>plump</i>).	TG U2: 232, 242, 252, FS20, FS21, FS24, FS25
4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., <i>came</i> , <i>like</i>), common vowel teams (e.g., <i>boat</i> , <i>play</i> , <i>wait</i> , <i>see</i> , <i>team</i> , <i>right</i>), and open syllables (e.g., <i>go</i> , <i>cry</i>).	TG U3: 115, 275, FS6, FS7, FS9, FS10, FS11, FS14, FS15, FS17, FS18, FS19, FS21, FS23, FS25 TG U5: FS2, FS3, FS5, FS6, FS7, FS9, FS10, FS11, FS13, FS14, FS15, FS17 TG U6: 131 TG U3: 62, 72, 102, 112, 115, 122, 162, 172, 202, 212, 222, 252, 262, 272, FS6, FS7, FS10, FS11, FS14, FS15, FS17, FS18, FS19, FS21, FS22, FS23, FS25 TG U4: 12, 22, 52, FS2, FS3, FS5 TG U5: 245, FS2, FS3, FS5, FS6, FS7, FS9, FS10, FS11, FS13, FS14, FS15, FS17 TG U6: 131, FS24, FS25
5. Vowel-r combinations, including <i>er</i> , <i>ar</i> , or (e.g., <i>car</i> , <i>her</i> , <i>stir</i> , <i>for</i> , <i>burn</i>).	TG U4: 132, 182, 192, 202, 212, 222, 252, FS12, FS13, FS16, FS17, FS18, FS19, FS21 TG U6: 182, 192, 202, FS16, FS17
b. With prompting and support, spell on-level words with inflectional endings:	TG U2: FS14, FS15, FS16, FS17 TG U3: 90–91, 190–191, FS20, FS21 TG U4: FS10, FS11, FS13, FS14, FS15 TG U5: FS8, FS9 TG U6: FS12, FS20, FS21
1. Verbs with <i>-ing</i> , <i>-ed</i> , <i>-s</i> , and no change in the base word (e.g., <i>snowed</i> , <i>playing</i> , <i>jumps</i>).	TG U2: 162, 172, 182, 192, 202, FS12-FS15, FS16, FS17 TG U3: 232, 242, 252, FS20, FS21 TG U4: 162, 172, 202, FS14, FS15, FS17
2. Nouns with <i>-s</i> , <i>-es</i> , and no change to the base word (e.g., <i>rugs</i> , <i>kisses</i>).	TG U2: 162, 172, 202, FS12-FS15, FS17 TG U4: 112, 122, 171, 181, FS10, FS11, FS13

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3. Adjectives with <i>-er</i> , <i>-est</i> , and no change to the base word (e.g. slower, slowest).	TG U4: 262, 272, FS22, FS23, FS25
c. With prompting and support, spell on-level two-syllable words, including:	TG U1: FS6 TG U3: 192, FS24 TG U4: 12, 22, 52, 82, 92, 102, FS2, FS3, FS4, FS5, FS8, FS9 TG U5: 212, 222, 252, 262, 272, FS18, FS19, FS21, FS22, FS23, FS25 TG U6: 34b, 54a, 82, 84b, 234b, 254a, FS4, FS8
1. Words that end in <i>-y</i> or <i>-ly</i> (e.g., smelly, gladly).	TG U4: 12, 22, 52, FS2, FS3, FS5 TG U5: 262, 272, FS22, FS23, FS25
2. Common compound words (e.g., hotdog, mailbox).	TG U3: 192 TG U4: 82, 92, 102, FS8, FS9 TG U5: 212, 222, 252, FS18, FS19, FS21
3. Words with two closed syllables (e.g., rabbit, wagon).	TG U1: FS6 TG U3: FS24 TG U6: 82, 234b, 254a, FS8
d. Spell grade-level appropriate words in English as found in a research-based list (*See guidelines under <i>Word Lists</i> in the ELA Glossary), including:	TG U1: 50-51, 60-61, 70-71, 144, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U2: FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U3: 260-261, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U4: 254a, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U5: 64b, 100-101, 114b, 130-131, 170-171, 180-181, 220-221, 230-231, 234b, FS3, FS7, FS9, FS11, FS13, FS17, FS19, FS23, FS25 TG U6: 14b, 64b, 114b, 130-131, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23

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1. Irregular words (e.g., said, what, are, they, was).	<p>TG U1: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS25</p> <p>TG U2: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U3: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U4: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U5: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U6: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p>
2. Pattern based words (e.g., he, him, for, in, by, like).	TG U5: 100, 101, 171, 170, 171, 180, 181, 220, 221, 240, 241
e. Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.	<p>TG U1: 50-51, 60-61, 70-71, 144</p> <p>TG U2: 14b, 34b, 64b, 84b, 114b, 134a, 214b, 234b, 264b, FS2, FS4, FS6, FS8, FS10, FS12, FS18, FS20, FS22, FS24</p> <p>TG U3: 14b, 34b, 44b, 54a-54b, 64b, 84b, 114b, 134b, 164b, 204a-204b, 214b, 264b, FS2, FS4, FS6, FS10, FS14, FS18, FS22</p> <p>TG U4: 14b, 54a, 64b, 84b, 104a, 114b, 164b, 184b, 204a, 214b, 254a, 264b, FS2, FS4, FS6, FS8, FS10, FS16, FS18, FS20</p> <p>TG U5: 14b, 54a, 84b, 134b, 204a, FS2, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20</p> <p>TG U6: FS2, FS6, FS10, FS14, FS18, FS24</p>

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

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1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	TG U1: 133, 140, 166, 192, 193, 194, 196, 242, 288 TG U2: 13, 20, 22, 30, 110, 148, 176, 182, 234, 266 TG U3: 42, 90, 93-94, 96-97, 100, 102, 148, 214 TG U4: 40, 50, 93-94, 96-97, 148, 262, 263 TG U5: 34, 83, 84, 86-87, 110, 113, 114, 116-117, 148, 224 TG U6: 44, 50, 63, 70, 83, 100, 194, 196, 288
1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	TG U1: 42, 123, 182, 232, 288 TG U2: 148, 194, 202, 232 TG U3: 12, 112, 148 TG U4: 22, 62, 148, 288 TG U5: 32, 62, 64, 110, 148, 288 TG U6: 70, 148, 162, 202, 234
Presentation of Knowledge and Ideas	
1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	TG U1: 24, 52, 82, 84 TG U2: 44, 64, 92, 288 TG U3: 22, 26, 56, 84, 85-87, 210 TG U4: 26, 82, 84, 107, 254 TG U5: 42, 52, 54, 56, 94 TG U6: 164, 166, 182, 216, 252
1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	TG U1: 74, 84, 102, 250, 270, 280 TG U2: 20, 82, 90, 180, 200, 260, 270, 280 TG U3: 80, 140, 240 TG U4: 140, 164, 184, 207, 230, 280 TG U5: 40, 276, 288 TG U6: 64, 66-67, 77
1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)	TG U1: 80-81, 130-131, 254 TG U2: 34, 145 TG U3: 62, 72, 74 TG U4: 32, 92, 94, 132, 211, 221 TG U5: 22, 24, 111, 141, 261 TG U6: 141, 172, 174, 231, 254

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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
Language Standards	
Conventions of Standard English	
1.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	<p>TG U1: 30-31, 40-41, 80-81, 90-91, 100-101, 110-111, 120-121, 130-131, 140-141, 200-201, 210-211, 240-241, 250-251, 260-261, 270-271</p> <p>TG U2: 20-21, 30-31, 50-51, 70-71, 100-101, 120-121, 130-131, 140-141, 170-171, 180-181, 200-201, 220-221, 250-251, 270-271, 280-281</p> <p>TG U3: 30-31, 50-51, 70-71, 80-81, 90-91, 110-111, 120-121, 130-131, 180-181, 190-191, 220-221, 230-231, 240-241, 250-251, 260-261</p> <p>TG U4: 20-21, 40-41, 50-51, 60-61, 70-71, 90-91, 110-111, 170-171, 180-181, 190-191, 230-231, 250-251, 260-261, 270-271, 280-281</p> <p>TG U5: 20-21, 30-31, 40-41, 50-51, 60-61, 70-71, 80-81, 190-191, 250-251, 260-261, 270-271</p> <p>TG U6: 50-51, 60-61, 80-81, 100-101, 120-121, 140-141, 170-171, 180-181, 210-211, 230-231, 270-271</p>
a. Use common, proper, and possessive nouns.	<p>TG U1: 180-181, 190-191, 260-261</p> <p>TG U2: 40-41, 250-251, 260-261</p> <p>TG U3: 50-51, 180-181, 270-271</p> <p>TG U4: 80-81</p> <p>TG U5: 34a-34b, 44b, 54a, 60-61, 70-71, 80-81, 190-191, 210-211</p> <p>TG U6: 50-51, 80-81, 120-121</p>
b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).	<p>TG U1: 170-171, 210-211, 220-221, 230-231, 270-271</p> <p>TG U2: 164b, 174b, 240-241</p> <p>TG U3: 230-231</p> <p>TG U4: 50-51, 200-201, 240-241</p> <p>TG U5: 250-251, 260-261</p>
c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	<p>TG U2: 90-91, 100-101, 120-121, 130-131, 180-181, 190-191, 200-201</p> <p>TG U3: 20-21, 30-31, 100-101, 170-171, 210-211</p> <p>TG U4: 120-121, 130-131, 140-141</p> <p>TG U5: 217</p> <p>TG U6: 270-271</p>

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d. 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).	TG U1: 170-171, 200-201, 220-221, 230-231, 270-271 TG U2: 30-31, 80-81, 170-171 TG U3: 120-121, 280-281 TG U4: 20-21, 40-41, 70-71, 90-91, 100-101, 110-111, 210-211, 220-221 TG U5: 250-251, 260-261 TG U6: 193, 263
e. Use frequently occurring adjectives.	TG U1: 128-130 TG U2: 60-61, 110-111, 210-211 TG U3: 40-41, 200-201 TG U4: 30-31 TG U5: 140-141 TG U6: 13
f. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	TG U2: 140-141 TG U3: 60-61, 130-131 TG U6: 210-211, 220-221
g. Use determiners (e.g., articles, demonstratives).	TG U2: 280-281 TG U3: 140-141 TG U6: 60-61, 100-101, 140-141, 170-171, 180-181
h. Use frequently occurring prepositions (e.g., during, beyond, toward).	TG U2: 220-221, 230-231 TG U3: 240-241 TG U4: 280-281 TG U6: 230-231
i. Produce and expand complete simple and compound sentences.	TG U1: 80-81, 130-131 TG U3: 70-71, 80-81 TG U4: 60-61, 250-251, 260-261, 270-271 TG U5: 20-21, 30-31, 40-41, 50-51, 90-91 TG U6: 90-91, 110-111, 190-191, 240-241
j. In response to prompts, distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences.	TG U1: 80–81, 130–131 TG U3: 70–71, 80–81 TG U4: 60–61, 250–251, 260–261, 270–271 TG U5: 20–21, 30–31, 40–41, 50–51, 90–91 TG U6: 90–91, 110–111, 190–191, 240–241

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k. Write multiple sentences in an order that supports a main idea or story.	TG U1: 80–81, 130–131 TG U3: 70–71, 80–81 TG U4: 60–61, 250–251, 260–261, 270–271 TG U5: 20–21, 30–31, 40–41, 50–51, 90–91 TG U6: 90–91, 110–111, 190–191, 240–241
1.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	TG U1: 50-51, 60-61, 70-71, 90-91, 100-101, 110-111, 120-121, 140-141, 145, 250-251, 260-261 TG U2: 20-21, 40-41, 50-51, 70-71, 250-251, 260-261, 270-271 TG U3: 110-111, 180-181, 250-251, 260-261, 270-271 TG U4: 80-81, 250-251, 260-261, 270-271 TG U5: 50-51, 100-101, 120-121, 130-131, 170-171, 180-181, 200-201, 210-211, 220-221, 230-231, 240-241, 270-271, 280-281 TG U6: 40-41, 70-71, 120-121, 130-131, 200-201, 250-251, 260-261
a. Capitalize dates and names of people.	TG U1: 120-121, 140-141 TG U2: 260-261, 270-271 TG U3: 180-181 TG U4: 80-81 TG U5: 120-121, 210-211 TG U6: 70-71, 260-261
b. Use end punctuation for sentences.	TG U1: 90-91, 100-101, 110-111, 140-141, 240-241, 250-251 TG U2: 145, 270-271 TG U3: 250-251 TG U4: 260-261, 270-271 TG U5: 20-21, 30-31, 40-41, 50-51, 200-201, 270-271, 280-281 TG U6: 250-251
c. Use commas in dates and to separate single words in a series.	TG U2: 20-21, 70-71 TG U3: 110-111 TG U5: 120-121 TG U6: 40-41, 200-201

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Knowledge of Language	
1.L.3 (Begins in grade 2)	Begins in grade 2 according to Arizona’s English Language Arts Standards
Vocabulary Acquisition and Use	
1.L.4 With guidance and support from adults, 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.	TG U1: 13, 43, 73, 163-164, 165, 193, 223 TG U2: 82-84, 85, 87, 103, 173, 203, 273 TG U3: 33, 53, 83, 262-264, 265-267 TG U4: 23, 43, 63, 93, 164, 165-167, 245-246 TG U5: 13, 33, 73, 83, 194, 195-197 TG U6: 34, 35, 55, 203, 213, 233, 243
a. Use frequently occurring affixes as a clue to the meaning of a word.	TG U5: 110-111, 264b, FS22, FS23 TG U6: 204a, 280-281, FS16, FS22, FS23, FS25
b. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	TG U3: 90-91, 190-191
c. Use sentence-level context as a clue to the meaning of a word or phrase.	TG U1: 73-74 TG U2: 33, 82-84, 85-87, 103, 203 TG U3: 13, 23, 25, 35, 75, 103, 123, 134, 263, 265 TG U4: 25, 34, 44, 63, 65, 73, 83, 105, 113, 123, 133, 135, 167 TG U5: 25, 35, 105, 133, 195, 235, 275 TG U6: 34, 55, 165, 203, 213, 233, 243, 265, 273
1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	TG U1: 77, 93 TG U2: 57, 62, 94, 183, 187 TG U3: 46, 47, 107 TG U4: 23 TG U6: 237
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	TG U1: 54, 55-57 TG U3: 104, 105-107, 222-224, 225-227
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).	TG U3: 104, 106-107

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c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	TG U3: 132-134 TG U4: 32-34 TG U5: 74, 76-77, 253, 254, 255-257 TG U6: 42-44, 45-47, 182-184, 186-187
d. With prompting and support, identify synonyms and antonyms and 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.	TG U1: 77, 93, TR28, TR31 TG U2: 54, 56-57, 94, 183, TR28, TR31 TG U3: 44, 46-47, TR28, TR31 TG U4: TR28, TR31 TG U5: TR28, TR31 TG U6: TR28, TR31
1.L.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., <i>because</i>).	TG U1: 34, 44, 64, 84, 94, 104, 134, 174, 184, 204, 221, 234, 244, 264 TG U2: 14, 34, 54, 74, 84, 94, 104, 114, 134, 164, 174, 194, 224, 234, 264 TG U3: 24, 44, 64, 74, 84, 104, 124, 164, 194, 204, 224, 244, 264 TG U4: 14, 44, 64, 74, 94, 104, 114, 124, 164, 174, 194, 204, 234, 244, 264 TG U5: 14, 34, 54, 72, 74, 84, 114, 134, 184, 214, 234, 254, 274 TG U6: 34, 64, 114, 134, 194, 214, 224, 254, 274