

A Correlation of
ReadyGEN
Grade 1, ©2016



To
Arizona's
College and Career Ready Standards
English Language Arts and Literacy

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Grade 1**

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Arizona’s College and Career Ready Standards English Language Arts and Literacy*. Correlation page references are to the Unit Module Teacher’s Guides and are cited by grade, unit and page references.

ReadyGEN ©2016 is a K-6 integrated 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

- Puts a library of 12 authentic trade books in the hands of every child.

BUILT WITH THE RESULTS IN MIND

- Back-mapped for success to ensure that activities are driven by rigorous standards.

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

- Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.

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**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Table of Contents

Reading Standards for Literature K-2..... 4

Reading Standards for Informational Text K-2..... 6

Reading Standards: Foundational Skills 8

Writing Standards K-2 13

Speaking and Listening Standards K-2 16

Language Standards K-2 18

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona's College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Arizona's College and Career Ready Standards English Language Arts and Literacy Grade 1	ReadyGEN, Grade 1 ©2016
Reading Standards for Literature K-2	
Grade 1 students:	
Key Ideas and Details	
1. Ask and answer questions about key details in a text. (1.RL.1)	<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>
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (1.RL.2)	<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>
3. Describe characters, settings, and major events in a story, using key details. (1.RL.3)	<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>

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

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Craft and Structure	
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (1.RL.4)	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
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. (1.RL.5)	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
6. Identify who is telling the story at various points in a text. (1.RL.6)	TG U3: 72, 74, 76–77 TG U5: 23 TG U6: 63, 213
Integration of Knowledge and Ideas	
7. Use illustrations and details in a story to describe its characters, setting, or events. (1.RL.7)	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
8. (Not applicable to literature) (1.RL.8)	Not applicable according to Arizona’s College and Career Ready Standards English Language Arts and Literacy
9. Compare and contrast the adventures and experiences of characters in stories. (1.RL.9)	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

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 1	ReadyGEN, Grade 1 ©2016
Range of Reading and Level of Text Complexity	
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (1.RL.10)	<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 K-2	
Key Ideas and Details	
1. Ask and answer questions about key details in a text. (1.RI.1)	<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>
2. Identify the main topic and retell key details of a text. (1.RI.2)	<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>
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (1.RI.3)	<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>

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

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Craft and Structure	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (1.RI.4)	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
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. (1.RI.5)	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
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (1.RI.6)	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	
7. Use the illustrations and details in a text to describe its key ideas. (1.RI.7)	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
8. Identify the reasons an author gives to support points in a text. (1.RI.8)	TG U3: 192-194, 196-197, 242-244, 245-247 TG U6: 52-54, 55-57

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 1	ReadyGEN, Grade 1 ©2016
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (1.RI.9)	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
Range of Reading and Level of Text Complexity	
10. With prompting and support, read informational texts appropriately complex for grade 1. (1.RI.10) a. With prompting and support, read functional texts including history/social studies, science, and technical texts, appropriately complex for grade 1. (AZ.1.RI.10)	TG U1: 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U2: 222, 232, 242, 252, 262, 272 TG U3: 162, 172, 182, 192, 202, 212, 232, 252, 262, 272 TG U4: 172, 182, 192, 202, 212, 232, 242, 272 TG U5: 162, 172, 182, 202, 212, 222, 242, 252, 262 TG U6: 12, 22, 32, 42, 52, 122, 132, 232, 242, 252, 262, 272
Reading Standards: Foundational Skills	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print.	TG U1: 212, FS5, FS7, FS9, FS13, FS15, FS19 TG U2: 162, 165, 212, FS3, FS7, FS9, FS11, FS15, FS19 TG U3: 12, 42, 132, FS3, FS7, FS11 TG U4: 12, 138 TG U5: 12, 82 TG U6: 162, 192, 232
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (1.RF.1)	TG U1: 41, 52, 112, 121, 132, 141, FS7, FS13, FS15, FS19 TG U2: 82, 132, 172, 192, 252, FS7, FS9, FS11, FS13, FS15, FS19 TG U3: 32, 42, 132, FS3, FS7, FS11 TG U4: 212, 251, 261, 271 TG U5: 21, 31, 41, 271 TG U6: 21, 31, 251

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 1	ReadyGEN, Grade 1 ©2016
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<p>TG U1: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U2: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U3: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U4: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U5: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U6: 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: 275, FS6, FS10, FS14, FS18, FS22</p> <p>TG U4: FS2, FS3</p> <p>TG U5: 65, 101, FS2, FS5, FS6, FS7, FS11, FS14, FS15</p>
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<p>TG U1: FS4, FS5, FS9, FS10, FS12, FS13, FS14, FS16, FS18, FS22, FS24</p> <p>TG U2: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U3: FS2, FS4, FS5, FS8, FS9, FS12, FS13, FS16, FS17, FS22</p> <p>TG U4: FS2, FS4, FS5, FS6, FS9, FS10, FS13, FS16, FS20, FS24, FS25</p> <p>TG U5: 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>

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 1	ReadyGEN, Grade 1 ©2016
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<p>TG U1: FS2, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U2: FS2, FS4, FS6, FS8, FS10, FS18, FS20, FS22, FS24</p> <p>TG U3: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS18, FS22</p> <p>TG U4: FS2, FS4, FS6, FS12, FS16, FS18, FS24</p> <p>TG U5: FS2, FS6, FS10, FS12, FS14, FS16, FS20, FS24</p> <p>TG U6: FS2, FS6, FS10, FS14, FS18, FS24</p>
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (1.RF.2)	<p>TG U1: FS16, FS20, FS24</p> <p>TG U2: FS8, FS12, FS14, FS16, FS18, FS20, FS21, FS22, FS24</p> <p>TG U3: FS4, FS8, FS12, FS21</p> <p>TG U4: FS2, FS6, FS12, FS16, FS18, FS24</p> <p>TG U5: FS6, FS9, FS10, FS12, FS14, FS16, FS20, FS24, FS25</p> <p>TG U6: FS2, FS6, FS10, FS14, FS18, FS24</p>
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	<p>TG U1: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, 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, 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>
a. Know the spelling-sound correspondences for common consonant digraphs.	TG U3: FS2, FS3, FS5, FS12, FS13

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 1	ReadyGEN, Grade 1 ©2016
b. Decode regularly spelled one-syllable words.	<p>TG U1: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U2: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS19, FS21, FS23, FS25</p> <p>TG U3: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS19, FS23</p> <p>TG U4: FS3, FS5, FS7, FS13, FS17, FS19</p> <p>TG U5: FS3, FS7, FS11, FS13, FS15, FS21, FS25</p> <p>TG U6: FS3, FS7, FS9, FS11, FS15, FS19, FS25</p>
c. Know final -e and common vowel team conventions for representing long vowel sounds.	<p>TG U3: 115, 275, FS6, FS7, FS9, FS10, FS11, FS14, FS15, FS17, FS18, FS19, FS21, FS23, FS25</p> <p>TG U5: FS2, FS3, FS5, FS6, FS7, FS9, FS10, FS11, FS13, FS14, FS15, FS17</p> <p>TG U6: 131</p>
d. 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: FS4</p> <p>TG U6: FS4, FS8, FS20</p>
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	<p>TG U2: 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: FS4, FS5, FS8, FS9, FS20, FS21</p>
f. Read words with inflectional endings.	<p>TG U2: FS14, FS15, FS16, FS17</p> <p>TG U3: FS20, FS21</p> <p>TG U4: FS10, FS11, FS13, FS14, FS15</p> <p>TG U5: FS8, FS9</p> <p>TG U6: FS12, FS20, FS21</p>

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 1	ReadyGEN, Grade 1 ©2016
g. Recognize and read grade-appropriate irregularly spelled words. (1.RF.3)	<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>
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	<p>TG U1: 117, 127, 167, 177, 217</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>
a. Read on-level text with purpose and understanding.	<p>TG U1: 12, 42, 162, 232</p> <p>TG U2: 12, 72, 162, 212</p> <p>TG U3: 12, 22, 72</p> <p>TG U4: 12, 82, 225</p> <p>TG U5: 12, 82</p> <p>TG U6: 12, 62, 162, 232</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, 197, 227, 277</p>

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona's College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Arizona's College and Career Ready Standards English Language Arts and Literacy Grade 1	ReadyGEN, Grade 1 ©2016
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (1.RF.4)	TG U1: 73, 74, 177 TG U2: 85, 86, 87 TG U3: 35, 75, 135 TG U4: 25, 65, 135 TG U5: 35, 105, 195, 235, 247, 275, 277 TG U6: 27, 55, 165, 265
Writing Standards K-2	
Text Types and Purposes	
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. (1.W.1)	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 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 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
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (1.W.2)	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 TG U2: 168-170, 178-180, 188-190, 198-200, 208-210, 218-220, 248-250, 258-260, 278-280, 282-289 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 TG U5: 168-170, 178-180, 188-190, 208-210, 218-220, 248-250, 258-260, 268-270, 278-280, 282-289
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. (1.W.3)	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 TG U3: 18-20, 28-30, 38-40, 48-50, 68-70, 78-80, 88-90, 128-130, 142-149 TG U4: 18-20, 28-30, 38-40, 48-50, 68-70, 78-80, 88-90, 128-130, 142-149 TG U5: 18-20, 28-30, 48-50, 58-60, 68-70, 88-90, 98-100, 108-110, 138-140, 142-149

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 1	ReadyGEN, Grade 1 ©2016
Production and Distribution of Writing	
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). (1.W.4)	<p>TG U1: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148</p> <p>TG U2: 18,28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148</p> <p>TG U3: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148</p> <p>TG U4: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148</p> <p>TG U5: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148</p> <p>TG U6: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148</p>
a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. (AZ.1.W.4.)	<p>TG U1: 168, 178, 188, 198, 208, 218, 228, 238, 248, 258, 268, 278, 288</p> <p>TG U2: 168, 178, 188, 198, 208, 218, 228, 238, 248, 258, 268, 278, 288</p> <p>TG U3: 168, 178, 188, 198, 208, 218, 228, 238, 248, 258, 268, 278, 288</p> <p>TG U4: 168, 178, 188, 198, 208, 218, 228, 238, 248, 258, 268, 278, 288</p> <p>TG U5: 168, 178, 188, 198, 208, 218, 228, 238, 248, 258, 268, 278, 288</p> <p>TG U6: 168, 178, 188, 198, 208, 218, 228, 238, 248, 258, 268, 278, 288</p>
Production and Distribution of Writing	
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. (1.W.5)	<p>TG U1: 78–80, 98–100, 128–130, 278–280</p> <p>TG U2: 138–140, 268–270</p> <p>TG U3: 58–60, 118–120</p> <p>TG U4: 58–60, 68–70, 98–100, 108–110, 118–120</p> <p>TG U5: 118–120, 128–130, 268–270</p> <p>TG U6: 108–110, 118–120, 238–240</p>

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 1	ReadyGEN, Grade 1 ©2016
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (1.W.6)	<p>TG U1: 20, 40, 60, 80, 100, 120, 140, 180, 200, 220, 240, 250, 260, 270, 280</p> <p>TG U2: 20, 30, 50, 70, 90, 110, 130, 170, 190, 200, 210, 220, 240, 260, 280</p> <p>TG U3: 30, 50, 60, 80, 100, 120, 140, 170, 190, 210, 230, 250, 270</p> <p>TG U4: 20, 30, 60, 90, 100, 110, 130, 138–140, 190, 220, 240, 260, 280</p> <p>TG U5: 30, 50, 70, 80, 90, 100, 120, 140, 180, 200, 220, 230, 240, 270, 280</p> <p>TG U6: 40, 50, 70, 100, 110, 130, 140, 170, 190, 200, 220, 230, 250, 260, 270</p>
Research to Build and Present Knowledge	
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). (1.W.7)	<p>TG U1: 168–170, 218–220, 228–230, 258–260</p> <p>TG U2: 218–220</p> <p>TG U4: 268–270, 278–280</p> <p>TG U5: 198–200, 218–220, 228–230, 238–240</p> <p>TG U6: 28–30, 58–60, 198–200</p>
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1.W.8)	<p>TG U1: 248–250, 258–260</p> <p>TG U2: 218–220, 228–230, 238–240, 268–270, 282–289</p> <p>TG U3: 88–90</p> <p>TG U4: 258–260, 268–270</p> <p>TG U5: 88–90, 198–200, 208–210, 282–289</p> <p>TG U6: 28–30, 58–60, 198–200</p>
9. (Begins in grade 4) (1.W.9)	Not applicable according to Arizona’s College and Career Ready Standards English Language Arts and Literacy
Range of Writing	
10. (Begins in grade 3) (1.W.10)	Not applicable according to Arizona’s College and Career Ready Standards English Language Arts and Literacy

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 1	ReadyGEN, Grade 1 ©2016
Speaking and Listening Standards K-2	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> 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. (1.SL.1)	<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>

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 1	ReadyGEN, Grade 1 ©2016
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (1.SL.2)	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
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (1.SL.3)	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	
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (1.SL.4)	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
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (1.SL.5)	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
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.) (1.SL.6)	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

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 1	ReadyGEN, Grade 1 ©2016
Language Standards K-2	
Conventions of Standard English	
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. Print all upper- and lowercase letters.	<p>TG U1: 20–21, 30–31, 40–41</p> <p>TG U2: 40–41</p>
b. 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: 60–61, 70–71, 80–81, 190–191, 210–211</p> <p>TG U6: 50–51, 80–81, 120–121</p>
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops. We hop.</i>).	<p>TG U1: 170–171, 210–211, 220–221, 230–231, 270–271</p> <p>TG U2: 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>

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 1	ReadyGEN, Grade 1 ©2016
d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).	TG U2: 90–91, 100–101, 120–121, 130–131, 180–181, 190–191, 200–201 TG U3: 20–21, 30–31, 100–101, 170–171, 210–211 TG U4: 120–121, 130–131, 140–141 TG U5: 217 TG U6: 270–271
e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	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
f. 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
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	TG U2: 140–141 TG U3: 60–61, 130–131 TG U6: 210–211, 220–221
h. Use determiners (e.g., <i>articles, demonstratives</i>).	TG U2: 280–281 TG U3: 140–141 TG U6: 60–61, 100–101, 140–141, 170–171, 180–181
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	TG U2: 220–221, 230–231 TG U3: 240–241 TG U4: 280–281 TG U6: 230–231

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 1	ReadyGEN, Grade 1 ©2016
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (1.L.1)	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
k. Write multiple sentences in an order that supports a main idea or story. (AZ.1.L.1)	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
Conventions of Standard English	
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

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 1	ReadyGEN, Grade 1 ©2016
b. Use end punctuation for sentences.	<p>TG U1: 90–91, 100–101, 110–111, 140–141, 240–241, 250–251</p> <p>TG U2: 145, 270–271</p> <p>TG U3: 250–251</p> <p>TG U4: 260–261, 270–271</p> <p>TG U5: 20–21, 30–31, 40–41, 50–51, 200–201, 270–271, 280–281</p> <p>TG U6: 250–251</p>
c. Use commas in dates and to separate single words in a series.	<p>TG U2: 20–21, 70–71</p> <p>TG U3: 110–111</p> <p>TG U5: 120–121</p> <p>TG U6: 40–41, 200–201</p>
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<p>TG U1: 50–51, 60–61, 70–71, 144, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U2: FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U3: 260–261, 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: 100–101, 130–131, 170–171, 180–181, 220–221, 230–231, FS3, FS7, FS9, FS11, FS13, FS17, FS19, FS23, FS25</p> <p>TG U6: 130–131, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23</p>
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (1.L.2)	<p>TG U1: 50–51, 60–61, 70–71, 144</p> <p>TG U2: FS2, FS4, FS6, FS8, FS10, FS12, FS18, FS20, FS22, FS24</p> <p>TG U3: FS2, FS4, FS6, FS10, FS14, FS18, FS22</p> <p>TG U4: FS2, FS4, FS6, FS8, FS10, FS16, FS18, FS20</p> <p>TG U5: FS2, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20</p> <p>TG U6: FS2, FS6, FS10, FS14, FS18, FS24</p>

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 1	ReadyGEN, Grade 1 ©2016
Knowledge of Language	
3. (Begins in grade 2) (1.L.3)	Not applicable according to Arizona’s College and Career Ready Standards English Language Arts and Literacy
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , 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 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
b. Use frequently occurring affixes as a clue to the meaning of a word.	TG U5: 110–111, FS22, FS23 TG U6: 280–281, FS16, FS22, FS23, FS25
c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). (1.L.4)	TG U3: 90–91, 190–191
Vocabulary Acquisition and Use	
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

**A Correlation of ReadyGEN, Grade 1 ©2016 to
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 1**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 1	ReadyGEN, Grade 1 ©2016
b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	TG U3: 104, 106–107
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. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. (1.L.5.)	TG U1: 77, 93 TG U2: 54, 56–57, 94 TG U3: 44, 46–47
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>). (1.L.6)	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