

A Correlation of

ReadyGEN

Grade 1, © 2016



To the

Colorado

Reading, Writing, and Communicating Standards (2010)

Grade 1

**A Correlation of ReadyGEN, Grade 1, ©2016 to the
Colorado Reading, Writing, and Communicating Standards (2010)
Grade 1**

Introduction

This document demonstrates how *ReadyGEN*, ©2016 meets the Colorado Reading, Writing, and Communicating Standards (2010). 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 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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Colorado Reading, Writing, and Communicating Standards (2010) Grade 1	ReadyGEN Grade 1, ©2016
Content Area: Reading, Writing and Communicating	
Grade Level Expectations: First Grade	
Standard: 1. Oral Expression and Listening	
Prepared Graduates:	
<ul style="list-style-type: none"> • Use language appropriate for purpose and audience • Demonstrate skill in inferential and evaluative listening 	
Concepts and skills students master:	
1. Multiple strategies develop and expand oral vocabulary	
Evidence Outcomes	
Students Can:	
a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS: SL.1.4)	TG U1: 23, 40, 60, 73, 80, 82, 87, 92, 112, 126, 180, 183, 193, 253, 263 TG U2: 64, 92 TG U3: 22, 210 TG U4: 82, 84, 254, 257 TG U5: 42, 52, 94 TG U6: 182, 252
b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.1.)	TG U1: 74, 84, 102, 250, 270, 280 TG U2: 82, 90, 270, 280 TG U3: 80, 140, 240 TG U4: 140, 164, 184, 207, 230, 280 TG U5: 40 TG U6: 64, 66-67, 77
c. Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6)	TG U1: 130-131, 254 TG U2: 145, 250, 260 TG U3: 62, 72, 74 TG U4: 32, 92, 94, 132, 211, 221 TG U5: 22, 24, 111, 141, 261, 264 TG U6: 141, 172, 174, 231, 254
d. Give and follow simple two-step directions.	TG U3: 136-137, 236-237 TG U4: 136-137, 210, 220, 230, 240, 250, 280

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Colorado Reading, Writing, and Communicating Standards (2010) Grade 1	ReadyGEN Grade 1, ©2016
Prepared Graduates:	
<ul style="list-style-type: none"> • Use language appropriate for purpose and audience • Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective 	
Concepts and skills students master:	
2. Verbal and nonverbal language is used to express and receive information	
Evidence Outcomes	
Students Can:	
a. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS: SL.1.1)	
i. 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). (CCSS: SL.1.1a)	TG U1: 12-13, 42-43, 62-64, 72-74, 112-113, 122, 132, 162, 172, 192, 222, 260, 262, 288 TG U2: 12, 52, 112, 122, 184, 214, 254 TG U3: 14, 26, 32, 44, 56, 82, 84, 132, 134 TG U4: 52, 72, 102, 148 TG U5: 12, 24, 82, 102, 144, 244, 288 TG U6: 166, 192, 194, 242
ii. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)	TG U1: 22, 52, 82, 92, 94, 102, 112, 182, 202, 212, 232, 242, 252, 262, 272 TG U2: 32, 102, 174, 212 TG U3: 52, 92, 94, 122 TG U4: 42, 44, 214 TG U5: 72, 112 TG U6: 148, 222, 224, 272
iii. Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)	TG U1: 53, 84, 104, 242, 252, 263 TG U2: 20, 42, 110, 272 TG U3: 12, 112 TG U4: 12, 14, 112, 148 TG U5: 32, 62, 64, 122, 132, 164 TG U6: 232, 234, 262, 288

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<p style="text-align: center;">Colorado Reading, Writing, and Communicating Standards (2010) Grade 1</p>	<p style="text-align: center;">ReadyGEN Grade 1, ©2016</p>
<p>b. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2)</p>	<p>TG U1: 22, 26, 32, 72, 92, 102, 112, 122, 132, 172, 182, 192, 236, 242, 262 TG U2: 22, 32, 42, 72, 92, 102, 112, 122, 162, 192, 222 TG U3: 12, 32, 42, 62, 72, 102, 122, 162, 182, 202, 222, 242, 252, 262, 272 TG U4: 22, 42, 62, 82, 92, 112, 122, 132, 172, 182, 192, 212, 232, 242, 252 TG U5: 12, 32, 42, 52, 72, 92, 112, 162, 172, 192, 212, 232, 252, 262, 272 TG U6: 32, 42, 52, 72, 92, 122, 162, 192, 212, 222, 232, 242, 252, 262</p>
<p>c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)</p>	<p>TG U1: 42-43, 123-125, 182-184, 232-233, 288 TG U2: 148 TG U3: 148 TG U4: 148, 288 TG U5: 32, 64, 288 TG U6: 148, 234</p>

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Colorado Reading, Writing, and Communicating Standards (2010) Grade 1	ReadyGEN Grade 1, ©2016
Prepared Graduates:	
<ul style="list-style-type: none"> • Use language appropriate for purpose and audience 	
Concepts and skills students master:	
3. Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech	
Students Can:	
a. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)	
i. Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a)	TG U1: 71 TG U2: FS2 TG U3: FS2 TG U4: FS2 TG U5: 51, 271, 281, FS2, FS6, FS10, FS14 TG U6: FS14
ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS: RF.1.2b)	TG U1: 42, 82, 112, 123, 132, 202, 252, FS4-6, FS6-8, FS9-10, FS12, FS17, FS21 TG U2: FS2, FS12, FS14, FS18, FS20, FS22, FS24 TG U3: FS24 TG U4: FS22, FS24 TG U5: FS12, FS14 TG U6: FS12
iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)	TG U1: FS2-4, FS6-8, FS8-10, FS10-11, FS14, FS16, FS18, FS20, FS22, FS24 TG U2: FS2, FS4, FS6, FS8, FS10, FS18, FS20, FS22, FS24 TG U3: FS2, FS4, FS8, FS12 TG U4: FS2, FS4, FS6, FS12, FS18 TG U5: FS2, FS6, FS10, FS12, FS20, FS24 TG U6: FS10, FS14
iv. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS: RF.1.2d)	TG U1: FS16, FS20, FS24 TG U2: FS12, FS14, FS20, FS22, FS24 TG U3: FS4, FS8, FS12, FS16 TG U4: FS6, FS18, 12, 32, 62, 132 TG U5: 132 TG U6: FS2, FS6, FS18

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Colorado Reading, Writing, and Communicating Standards (2010) Grade 1	ReadyGEN Grade 1, ©2016
Standard: 2. Reading for All Purposes	
Prepared Graduates:	
<ul style="list-style-type: none"> • Demonstrate comprehension of a variety of informational, literary, and persuasive texts 	
Concepts and skills students master:	
1. Comprehending and fluently reading a variety of literary texts are the beginning traits of readers	
Evidence Outcomes	
Students Can:	
a. Use Key Ideas and Details to:	
i. Ask and answer questions about key details in a text. (CCSS: RL.1.1)	TG U1: 13-15, 16-17, 33, 43, 53, 26-27, 58, 73, 93, 113, 133, 137-138 TG U2: 13-14, 17-19, 27-29, 32-33, 37-38, 63-64, 73-75, 83-85, 86-87, 93, 103-104, 123-124, 133-135 TG U3: 92-94 TG U4: 92-94 TG U5: 32-34, 36-37, 43, 63, 73, 123, 133, 237 TG U6: 63, 67, 83, 86-87, 102, 116, 132, 172, 183, 192-194, 196-198
ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)	TG U1: 14-16, 16-17, 44-46, 46-47, 114-116, 116-117, 124-125, 126-128 TG U2: 62-64, 66-67, 122-124, 126-127, 202-204, 206-208 TG U3: 12-14, 16-17, 62-64, 66-67, 112-114, 116-118 TG U4: 12-14, 16-17, 62-64, 82-83, 112-114, 116-118 TG U5: 62-64, 66-68 TG U6: 62, 64, 66, 92, 94, 96-97, 112, 114, 116-117, 132, 134, 172, 174

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iii. Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3)	TG U1: 12-14, 22-24, 26-27, 42, 62, 82-84, 84-85, 86-87, 92-94, 94-96, 96-97, 102-103, 104-105 TG U2: 12-14, 14-16, 16-17, 22-24, 26-27, 32-34, 42, 44, 104-105 TG U3: 12-14, 14-16, 16-17, 32-34, 54-56, 56-57, 82-84, 84-86, 86-87, 92-94 TG U4: 22-24, 27-29, 62-64, 66-68 TG U5: 22-24, 26-27, 42-44, 46-47, 54-56, 56-58 TG U6: 82-84, 86-87, 162-164, 166-167, 212-214, 216-218
iv. Make predictions about what will happen in the text and explain whether they were confirmed or not and why	TG U1: 12, 42 TG U2: 12, 72, 112, 162 TG U3: 12, 32, 72 TG U4: 12, 42, 82, 92 TG U5: 12, 32 TG U6: 62, 162
b. Use Craft and Structure to:	
i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)	TG U1: 24-26, 26-27, 84-86, 86-88 TG U2: 72-74, 76-77, 94-96, 182-184, 186-188 TG U3: 42-44, 46-48 TG U4: 26-28, 42-44 TG U5: 12, 14-16, 16-17, 32, 182, 202 TG U6: 74, 76-77, 102-104, 106-108
ii. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (CCSS: RL.1.5)	TG U1: 132-133, 134-136 TG U2: 214-216, 216-217, 272-274, 277-279 TG U3: 277-279 TG U4: 72-74 TG U5: 132, 134 TG U6: 262-264, 266-268
iii. Identify who is telling the story at various points in a text. (CCSS: RL.1.6)	TG U1: 124-126 TG U2: 124-126 TG U3: 72-74, 76-78 TG U5: 23 TG U6: 213

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iv. Follow and replicate patterns in predictable poems.	TG U1: 12, 32 TG U2: 22, 52, 112, 116-117, 203, 252 TG U3: 102, 202 TG U4: 42, 202, 262 TG U5: 32, 92, 182, 202, 232, 252 TG U6: 22, 102
c. Use Integration of Knowledge and Ideas to:	
i. Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)	TG U1: 22-24, 32-34, 34-35, 84-85, 94-96, 96-98 TG U2: 22-24, 42-43, 46-48, 172-174, 176-178 TG U3: 22-24, 26-27, 52-54, 56-57, 82-83, 84-86, 86-88 TG U4: 52-54, 102-104, 106-108 TG U5: 52-54, 56-58 TG U6: 72-74, 76-78
ii. Compare and contrast the adventures and experiences of characters in stories. (CCSS: RL.1.9)	TG U1: 62-64, 64-66, 66-67, 107-109 TG U2: 107-109, 132-133, 263-265 TG U3: 122-124 TG U4: 122-124, 126-128 TG U6: 122-124, 126-128
d. Use Range of Reading and Level of Text Complexity to:	
i. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)	TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122 TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 162, 172, 182, 192, 202, 262, 272 TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132 TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132 TG U5: 12, 22, 32, 42, 52, 62, 72, 122, 132 TG U6: 62, 72, 82, 92, 102, 112, 122, 132, 162, 172, 182, 192, 202, 212, 222, 272

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e. Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)	
i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)	TG U1: 17, 27, 47, 67, 77, 87, 97, 117, 127 TG U2: 17, 27, 47, 67, 77, 87, 97, 117, 127, 137, 167, 177, 187, 197, 267, 277 TG U3: 17, 27, 47, 67, 77, 87, 97, 117, 127 TG U4: 17, 27, 47, 67, 77, 87, 97, 117, 127 TG U5: 17, 27, 37, 47, 57, 67, 77, 127 TG U6: 67, 77, 87, 97, 117, 127, 167, 187, 197, 217, 227, 277
ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)	TG U1: 17, 27, 47, 67, 87, 97, 117, 127 TG U2: 17, 27, 47, 67, 77, 87, 97, 117, 127, 137, 167, 177, 187, 197, 267, 277 TG U3: 17, 27, 47, 67, 87, 97, 117, 127 TG U4: 17, 27, 47, 67, 87, 97, 117, 127 TG U5: 17, 27, 37, 47, 57, 67, 77, 127 TG U6: 17, 27, 47, 67, 77, 97, 117, 127, 167, 177, 197, 227, 277
iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)	TG U2: 84, 85-87 TG U3: 135 TG U3: 25 TG U4: 65, 135 TG U5: 35 TG U6: 105, 165, 262

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Prepared Graduates:	
<ul style="list-style-type: none"> • Demonstrate comprehension of a variety of informational, literary, and persuasive texts 	
Concepts and skills students master:	
2. Comprehending and fluently reading a variety of informational texts are the beginning traits of readers	
Evidence Outcomes	
Students Can:	
a. Use Key Ideas and Details to:	
i. Ask and answer questions about key details in a text. (CCSS: RI.1.1)	TG U1: 183-185, 193-194, 196-197, 213-215, 223-224, 226-227, 237-239, 253-255, 263-264, 266-268 TG U2: 222-223, 236-237, 242-243, 252-253, 272-274 TG U3: 163, 173, 183, 187, 193, 203, 207, 213-214, 236-238, 243-245, 246-247, 257, 263-264, 267-269 TG U4: 262-264 TG U5: 82-84, 86-87, 112-114, 116-117, 162-164, 166-168 TG U6: 37, 57, 137, 236-237, 242-243, 252-253, 262-263, 272-274
ii. Identify the main topic and retell key details of a text. (CCSS: RI.1.2)	TG U1: 162-163, 182-184, 186-187, 252-254, 256-258 TG U2: 212-214, 216-217, 262-264, 266-268 TG U3: 162-164, 166-168, 182-183, 186-188, 226-227, 232-233, 252-254, 256-258 TG U4: 182-184, 192-193, 197 TG U5: 102, 107-109, 232-234, 252, 267 TG U6: 16-17, 47, 132-134, 242-244, 246-248
iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3)	TG U1: 212-214, 216-218 TG U2: 242-244, 246-247, 252-254, 256-258 TG U3: 232-234, 257-259 TG U4: 202-204, 252-254, 252-253, 256-258 TG U5: 92-94, 96-97, 122-124 TG U6: 12-14, 16-17, 27, 232-234

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iv. Activate schema and background knowledge to construct meaning	<p>TG U1: 132, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272</p> <p>TG U2: 212, 214, 216, 217, 222, 232, 234, 242, 262, 274, 276-277</p> <p>TG U3: 162, 172, 174, 176-177, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272, 274, 276-277</p> <p>TG U4: 74, 76-77, 162, 172, 182, 192, 202, 212, 222, 232, 234, 240, 242, 252, 262, 272</p> <p>TG U5: 82, 92, 102, 104, 106-107, 112, 122, 132, 134, 162, 172, 174, 176-177, 182, 184, 186-187, 192, 204, 205-207, 212, 222, 242, 244, 246-247, 252, 262, 272</p> <p>TG U6: 12, 22, 32, 42, 52, 122, 132, 232, 242, 252, 262, 264, 266-267</p>
b. Use Craft and Structure to:	
i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4)	<p>TG U1: 164-166, 166-167, 174, 184, 194, 204, 214, 224, 234, 244, 254, 264</p> <p>TG U2: 224, 244, 254, 264, 274</p> <p>TG U3: 164, 174, 184, 194, 204, 214, 224, 234-235, 244-245, 254-256, 262-264, 266-268</p> <p>TG U4: 162-164, 166-167, 174, 194, 204, 214-215, 234-236, 242-244, 246-248</p> <p>TG U5: 94, 114, 164, 184, 187-189, 192-194, 196-197, 224, 234, 244, 254, 256</p> <p>TG U6: 84, 94, 104, 114, 124, 134, 234, 244, 252, 254, 256-257, 264, 274, 217</p>
ii. 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. (CCSS: RI.1.5)	<p>TG U1: 162-164, 172-174, 176-177, 222-224, 226-227, 232-234</p> <p>TG U2: 212-213, 222-224, 226-228</p> <p>TG U3: 172-174, 176-178</p> <p>TG U4: 172-174, 192-194, 196-198</p> <p>TG U5: 182-183, 186-187, 202-204, 206-207, 242-244, 246-248</p> <p>TG U6: 262</p>

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iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6)	TG U1: 202-204, 206-208 TG U2: 232-234 TG U3: 272-274, 276-278 TG U4: 232-234 TG U5: 102-104, 106-107, 194 TG U6: 194
c. Use Integration of Knowledge and Ideas to:	
i. Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7)	TG U1: 202-204, 262-263, 272-274, 276-278 TG U2: 212-214, 222-224, 232-233, 242, 252, 262, 272 TG U3: 184, 196-197, 253-255 TG U4: 212-214, 216-218 TG U5: 172-174, 176-177, 212-214, 216, 223-225, 232-234, 246-248 TG U6: 22-24, 26-28
ii. Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8)	TG U3: 192-194, 242-244 TG U6: 52-54, 56-58
iii. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.1.9)	TG U1: 242-244, 246-248 TG U2: 262-264 TG U3: 202-204, 206-207, 212-214, 216-218 TG U4: 222-224, 226-227, 272-274, 276-278 TG U5: 262-264, 266-267, 274-276, 276-278 TG U6: 122-123, 127

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d. Use Range of Reading and Level of Text Complexity to:	
i. With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10)	TG U1: 132, 142, 152, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U2: 212, 222, 232, 242, 252 TG U3: 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U4: 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U5: 82, 92, 102, 112, 122, 132, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U6: 12, 22, 32, 42, 52, 232, 242, 252, 262, 272
e. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.1.4)	
i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)	TG U1: 137, 147, 157, 167, 177, 187, 197, 207, 217, 227, 237, 247, 257, 267, 277 TG U2: 217, 227, 247 TG U3: 167, 177, 187, 197, 217, 227, 247, 267, 277 TG U4: 167, 177, 187, 197, 217, 227, 247, 267, 277 TG U5: 87, 97, 117, 127, 167, 177, 187, 197, 217, 227, 247, 267, 277 TG U6: 17, 27, 47, 247, 267, 277
ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)	TG U1: 137, 147, 157, 167, 177, 187, 197, 207, 217, 227, 237, 247, 257, 267, 277 TG U2: 217, 227, 247 TG U3: 167, 177, 187, 197, 217, 227, 247, 267, 277 TG U4: 167, 177, 187, 197, 217, 227, 247, 267, 277 TG U5: 87, 97, 117, 127, 167, 177, 187, 197, 217, 227, 247, 267, 277 TG U6: 17, 27, 47, 247, 267, 277
iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)	TG U3: 235, 264, 265-267 TG U4: 164, 165-167, 235, 245-247, 275 TG U5: 105, 195, 235, 262

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Prepared Graduates:	
<ul style="list-style-type: none"> • Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary 	
Concepts and skills students master:	
3. Decoding words require the application of alphabetic principles, letter sounds, and letter combinations	
Evidence Outcomes	
Students Can:	
a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)	
i. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a)	TG U2: FS2-3, FS12-14 TG U3: FS2-3, FS12 TG U4: FS12 TG U5: FS12 TG U6: FS24
ii. Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)	TG U1: FS4-6, FS7-8, FS10-12, FS14-16, FS18-20, FS22-24 TG U2: FS2-4, FS6-8, FS10-11, FS15-16, FS18-20, FS23-25 TG U3: FS2-4, FS6-8, FS10-12, FS14-16, FS18, FS22-23, FS24-26 TG U4: FS2-4, FS6-7, FS12-14, FS15-16, FS18-20, FS24-26 TG U5: FS2-4, FS6-7, FS10-12, FS15-16, FS19-20, FS24 TG U6: FS2-4, FS6-8, FS10-12, FS14-16, FS19, FS24
iii. Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c)	TG U2: FS6-8, FS10-12, FS14-15, FS18-19, FS22-24 TG U3: FS6-8, FS11-12, FS14-15, FS18-19, FS22-24 TG U5: FS2, FS4-6, FS6-7, FS10-11, FS14-16 TG U6: 131
iv. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d)	TG U1: FS4 TG U2: FS4 TG U3: FS4 TG U4: FS4 TG U5: FS4 TG U6: FS4, FS8, FS20

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<p>v. Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e)</p>	<p>TG U1: FS20 TG U2: FS20 TG U3: FS20 TG U4: FS20 TG U5: FS20 TG U6: FS4, FS8, FS20</p>
<p>vi. Read words with inflectional endings. (CCSS: RF.1.3f)</p>	<p>TG U2: FS15-16 TG U3: FS20-22 TG U4: FS10-11, FS14-16 TG U5: FS8 TG U6: FS12</p>
<p>vii. Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.1.3g)</p>	<p>TG U1: FS3-5, FS7-8, FS11-12, FS15-16, FS19-20, FS23-25 TG U2: FS3-4, FS7-8, FS11-13, FS15-16, FS19-20, FS23-25 TG U3: FS3-4, FS7-8, FS11-12, FS15-16, FS19-20, FS23-25 TG U4: FS3-4, FS7-8, FS11-12, FS15-16, FS19-20, FS23-25 TG U5: FS3-4, FS7-8, FS11-12, FS15-16, FS19-20, FS23-25 TG U6: FS3-4, FS7-8, FS11-12, FS15-16, FS19-20, FS23-25</p>
<p>viii. Use onsets and rimes to create new words (ip to make dip, lip, slip, ship)</p>	<p>TG U1: 32, 42, 52, 82, 92, 102, 132, 182, 192, 202, 232, 242, 252 TG U2: 12, 22, 52, 62, 72, 102, 112, 122, 212, 222, 242, 262, 272 TG U5: 171, 181, 241</p>

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<p>ix. Accurately decode unknown words that follow a predictable letter/sound relationship</p>	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 135, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 263, 272</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 212, 222, 232, 242, 262, 272</p> <p>TG U3: 12, 22, 32, 42, 52, 55, 62, 72, 82, 92, 102, 112, 115, 122, 132, 162, 172, 202, 212, 222, 252, 262, 272</p> <p>TG U4: 12, 22, 32, 35, 42, 52, 62, 72, 102, 132, 182, 192, 202, 212, 215, 222, 252</p> <p>TG U5: 12, 22, 52, 62, 65, 72, 102, 112, 122, 132, 135, 162, 172, 182, 192, 202, 232, 242, 245, 252</p> <p>TG U6: 12, 22, 52, 62, 72, 102, 112, 122, 162, 172, 202, 212, 222, 252</p>

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Colorado Reading, Writing, and Communicating Standards (2010) Grade 1	ReadyGEN Grade 1, ©2016
Prepared Graduates:	
<ul style="list-style-type: none"> • Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary 	
Concepts and skills students master:	
4. Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read	
Evidence Outcomes	
Students Can:	
a. 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. (CCSS: L.1.4)	
i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a)	TG U1: 73-74, 77-79 TG U2: 82-84, 86-88 TG U3: 13, 23, 25, 35, 75-76, 103-105, 123-125, 134-135, 263, 265 TG U4: 34, 44, 63, 65, 83-84, 105-107, 166-168 TG U5: 25, 35, 105, 133-135, 195-196, 235, 275 TG U6: 34, 55, 165, 203, 213, 233, 243, 265, 273
ii. Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b)	TG U3: 201 TG U5: 110-111 TG U6: 280-282, FS16, FS22, FS24
iii. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (CCSS: L.1.4c)	TG U3: 90-91, 190-192

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Colorado Reading, Writing, and Communicating Standards (2010) Grade 1	ReadyGEN Grade 1, ©2016
b. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)	
i. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a)	TG U1: 56-57 TG U3: 102-104, 104-106, 106-107, 222-224, 226-228
ii. 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). (CCSS: L.1.5b)	TG U3: 103-104, 106-108
iii. Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS: L.1.5c)	TG U1: 42-44 TG U2: 42-44 TG U3: 132-134 TG U4: 32-34 TG U5: 74, 76, 77, 252-257 TG U6: 42-44, 46-47, 182-184, 186-188
iv. 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. (CCSS: L.1.5d)	TG U1: 77-79, 93-94 TG U2: 52-53, 54-56, 56-58 TG U3: 44-46, 46-48
c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (CCSS: L.1.6)	TG U1: 34, 44, 64, 94, 84, 104, 134, 174, 184, 204, 224, 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, 74-76, 76-77, 84, 114, 134, 184, 214, 234, 254, 274 TG U6: 32-34, 64, 114, 194, 214, 224, 227, 272-274, 276-278

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Colorado Reading, Writing, and Communicating Standards (2010) Grade 1	ReadyGEN Grade 1, ©2016
d. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1)	
i. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS: RF.1.1a)	TG U1: FS7, FS12, FS15, FS19, 31, 41, 52, 112, 121, 132-133, 141-142, 259-261, 261-263 TG U2: 118-119, 128-130, 138-140, 145-146, 271-273, 278-280, FS7-8, FS11-12, FS15-17, FS19-20 TG U3: FS7, FS11 TG U4: 251, 261, 271 TG U5: 21, 31, 41-43, 269-271 TG U6: 21, 31, 191, 251
ii. Create new words by combining base words with affixes to connect known words to new words	TG U5: 111, 262, 272 TG U6: 182, 192, 202, 205, 262, 272, 275, 281
iii. Identify and understand compound words	TG U4: 82, 92, 102 TG U5: 212, 222, 252

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Colorado Reading, Writing, and Communicating Standards (2010) Grade 1	ReadyGEN Grade 1, ©2016
Standard: 3. Writing and Composition	
Prepared Graduates:	
<ul style="list-style-type: none"> • Implement the writing process successfully to plan, revise, and edit written work 	
Concepts and skills students master:	
1. Exploring the writing process develops ideas for writing texts that carry meaning	
Evidence Outcomes	
Students Can:	
<p>a. 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. (CCSS: W.1.1)</p>	<p>TG U1: 100 TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 142 TG U3: 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 282 TG U4: 282 TG U5: 282 TG U6: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 130, 140, 142, 170, 180</p>
<p>b. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS: W.1.2)</p>	<p>TG U1: 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280 TG U2: 170, 180, 190, 200, 210, 220, 250, 260, 280, 282 TG U3: 282 TG U4: 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 282 TG U5: 170, 180, 190, 210, 220, 250, 260, 270, 280, 282 TG U6: 282</p>
<p>c. 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. (CCSS: W.1.3)</p>	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130 TG U2: 130 TG U3: 20, 30, 40, 50, 70, 80, 90, 100, 110, 142 TG U4: 20, 30, 40, 50, 70, 80, 90, 130, 142 TG U5: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 140, 142 TG U6: 142</p>

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Colorado Reading, Writing, and Communicating Standards (2010) Grade 1	ReadyGEN Grade 1, ©2016
d. 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. (CCSS: W.1.5)	TG U1: 80-82, 99-101, 129-130, 230-231, 259-261, 278-280 TG U2: 268-270 TG U3: 58-60, 118-120 TG U4: 58-60, 68-70, 98-100, 108-109, 110-112, 118-120 TG U5: 118-120, 128-130, 268-270 TG U6: 108-110, 118-120, 238-240
e. Use pictures or graphic organizers to plan writing	TG U1: 145, 209-210, 285 TG U2: 145, 229-230, 239-240, 249-250, 259-260, 285 TG U3: 145, 285 TG U4: 145, 189, 285 TG U5: 145, 285 TG U6: 145, 189, 199, 209, 285
f. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)	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, 80-81, 100-101, 120-122, 138-140, 170, 190, 210, 230, 250, 270 TG U4: 20, 30, 60, 90, 100, 110-111, 130-132, 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

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Colorado Reading, Writing, and Communicating Standards (2010) Grade 1	ReadyGEN Grade 1, ©2016
Prepared Graduates:	
<ul style="list-style-type: none"> • Apply standard English conventions to effectively communicate with written language 	
Concepts and skills students master:	
2. Appropriate spelling, conventions, and grammar are applied when writing	
Evidence Outcomes	
Students Can:	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)	
i. Print all upper- and lowercase letters. (CCSS: L.1.1a)	TG U1: 20-22, 30-31, 40-42 TG U2: 40-42
ii. Use common, proper, and possessive nouns. (CCSS: L.1.1b)	TG U1: 170-172, 180-181, 190-191, 210-211, 220-221, 230-231, 260-261, 270-272 TG U2: 40-41, 250-252 TG U3: 50-51, 180-181, 270-272 TG U4: 78-80, 80-82 TG U5: 60-61, 70-71, 80-81, 190-191, 210-212 TG U6: 50-51, 80-81, 120-122
iii. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)	TG U1: 170-172, 210-211, 220-221, 230-231, 270-272 TG U2: 240-242 TG U3: 230-232 TG U4: 50-51, 170-171, 180-181, 190-191, 200-201, 230-231, 240-242 TG U5: 250-251, 260-262
iv. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (CCSS: L.1.1d)	TG U1: 173-175 TG U2: 90-91, 100-101, 120-121, 130-131, 180-181, 190-191, 200-202 TG U3: 20-21, 30-31, 100-101, 170-171, 210-212 TG U4: 120-121, 130-131, 140-142 TG U6: 270-272
v. 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). (CCSS: L.1.1e)	TG U1: 200-201, 170-172, 220-221, 230-231, 270-272 TG U2: 30-31, 80-81, 170-172 TG U3: 120-121, 280-282 TG U4: 20-21, 40-41, 70-71, 90-91, 100-101, 110-111, 210-211, 221-223 TG U5: 250-251, 260-262 TG U6: 193, 263

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Colorado Reading, Writing, and Communicating Standards (2010) Grade 1	ReadyGEN Grade 1, ©2016
vi. Use frequently occurring adjectives. (CCSS: L.1.1f)	TG U1: 128-130 TG U2: 54-56, 56-57, 60-61, 92-94, 96-97, 210-212 TG U3: 40-41, 200-202 TG U4: 30-32 TG U5: 140-142
vii. Use frequently occurring conjunctions (e.g., and, but, or, so, because). (CCSS: L.1.1g)	TG U1: 210-211 TG U2: 140-142 TG U3: 60-61, 130-132 TG U6: 210-211, 220-222
viii. Use determiners (e.g., articles, demonstratives). (CCSS: L.1.1h)	TG U2: 280-281 TG U3: 140-142 TG U6: 60-61, 100-101, 140-141, 170-171, 180-182
ix. Use frequently occurring prepositions (e.g., during, beyond, toward). (CCSS: L.1.1i)	TG U2: 220-221, 230-232 TG U3: 240-242 TG U4: 281 TG U6: 230-232
x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)	TG U1: 80-82, 130-131, 251-253, 261-263 TG U2: 261-263 TG U3: 70-71, 80-82 TG U4: 60-61, 250-252 TG U5: 20-21, 30-31, 40-41, 50-51, 90-92 TG U6: 90-91, 110-111, 190-191, 240-242

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b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)	
i. Write complete simple sentences.	TG U1: 80, 81, 90, 91, 100, 101, 110, 111, 130, 131, 140, 141, 240, 241, 250, 251, 259 TG U3: 70, 71, 80, 81, 250, 251 TG U4: 189-190, 250, 251, 260, 261, 270, 271, 279 TG U5: 20, 21, 30, 31, 40, 41, 50, 51, 200, 201, 269, 270, 271, 279-280, 281 TG U6: 20, 21, 30, 31, 90, 91, 190, 191, 250, 251
ii. Capitalize dates and names of people. (CCSS: L.1.2a)	TG U1: 121-123, 141-143 TG U2: 260-261, 270-272 TG U3: 80-82 TG U4: 80-82 TG U5: 120-121, 210-212 TG U6: 70-71, 260-262
iii. Use end punctuation for sentences. (CCSS: L.1.2b)	TG U1: 90-92, 100-101, 110-111, 140-141, 240-241, 250-252 TG U2: 270-272 TG U3: 250-252 TG U4: 260-261, 270-272 TG U5: 20-21, 30-31, 40-41, 50-51, 200-201, 269-271, 281 TG U6: 250-252
iv. Use commas in dates and to separate single words in a series. (CCSS: L.1.2c)	TG U2: 20-21, 70-72 TG U3: 110-112 TG U5: 120-122 TG U6: 40-41, 200-202
v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)	TG U1: 51-53, 61-63, 71-72, 92, 122, 144-145, 192-193, 222-224, FS7, FS9, FS11, FS15-17, FS17-18, FS21-22 TG U2: FS21-22 TG U3: 260-262 TG U4: FS2, FS3, FS4, FS5, FS6, FS7, FS9, FS10, FS11, FS14, FS15, FS16, FS17, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25 TG U5: 100-101, 130-131, 170-171, 180-181, 220-221, FS2, FS6, FS10-12, 230-232 TG U6: 130-132, FS2, FS6, FS10, FS14

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<p>vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)</p>	<p>TG U1: 51-53, 61-63, 70-71, 144 TG U2: FS2, FS4, FS6, FS8, FS10, FS18, FS20 TG U3: FS2, FS6, FS10, FS14, FS18, FS22 TG U4: FS2, FS6, FS8, FS10, FS14, FS16, FS18, FS22 TG U5: FS8, FS12, FS14, FS16, FS18, FS22, FS24 TG U6: FS22, FS24</p>

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Colorado Reading, Writing, and Communicating Standards (2010) Grade 1	ReadyGEN Grade 1, ©2016
Standard: 4. Research and Reasoning	
Prepared Graduates:	
<ul style="list-style-type: none"> • Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions 	
Concepts and skills students master:	
1. A variety of resources leads to locating information and answering questions of interest	
Evidence Outcomes	
Students Can:	
a. Write or dictate questions for inquiry that arise during instruction	TG U1: 179, 189-190, 219-220, 228-230, 238-240, 258-260, 269-270, 282-284 TG U2: 169, 178 TG U3: 189 TG U4: 189-190, 258-260, 268 TG U5: 169, 199-200, 219, 228-230, 284-286
b. With peers, use a variety of resources (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry	TG U1: 169, 179, 189, 199, 219, 229, 249, 260 TG U2: 219 TG U3: 179 TG U4: 219, 258-260, 268-270 TG U5: 169, 179, 198-200, 218-220 TG U6: 29, 59, 199
c. Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information	TG U1: 132, 162-163, 172-174, 175-177, 179-180, 199, 202-204, 206-207, 222-224, 226-227, 230, 252-253, 272-274, 275-277 TG U2: 178, 208, 212-214, 216-217, 232-234, 235, 269 TG U3: 172-174, 176-177, 189, 272-274, 276-277 TG U4: 162-164, 166-167, 172-174, 175-177, 192-194, 196-197, 212-213, 232-234 TG U5: 102-104, 106-107, 172-174, 176-177, 178-180, 182-184, 186-187, 188-189, 202-204, 205-207, 212-213, 215-217, 232-234, 242-244, 246-247 TG U6: 22-23, 25

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Colorado Reading, Writing, and Communicating Standards (2010) Grade 1	ReadyGEN Grade 1, ©2016
Prepared Graduates:	
<ul style="list-style-type: none"> • Articulate the position of self and others using experiential and material logic 	
Concepts and skills students master:	
2. Purpose, information, and questions about an issue are essential steps in early research	
Evidence Outcomes	
Students Can:	
a. 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). (CCSS: W.1.7)	
i. Identify a clear and significant purpose for research (Is my purpose for researching frogs clear and is it important to understanding more about mammals?)	TG U1: 168-169, 178, 188-189, 198-199, 208, 218, 228, 238, 248, 258, 268 TG U2: 168, 178, 218, 229, 239 TG U4: 189, 258, 268 TG U5: 188, 198, 218, 228 TG U6: 28, 58, 198
b. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.1.8)	
i. Evaluate information for clarity and accuracy	TG U4: 258-260, 268-270 TG U5: 198-200, 218-220