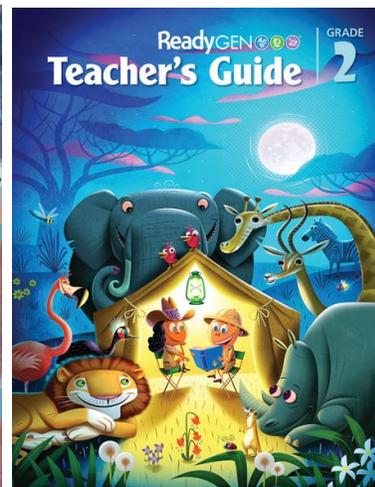
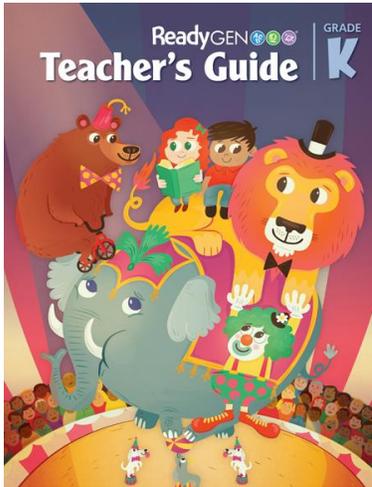


**A Correlation of**

**ReadyGEN**

**©2016**



**To the**

**Instructional Materials  
Evaluation Toolkit (IMET)  
ELA/Literacy**

**Grades K-2**

## Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the Instructional Materials Evaluation Toolkit (IMET). Correlation includes program descriptions with supporting program 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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**IMET, ELA/LITERACY GRADES K–2**  
**READYGEN**

**Non-Negotiable 1: Texts are worthy of student time and attention; they have the appropriate level of complexity for the grade, according to both quantitative and qualitative analyses of text complexity.**

Intended for anchor texts read aloud by the teacher in grades K–1. Anchor texts are texts designed to be the center of attention for development of reading comprehension. Evaluations of text complexity are only applicable to grade 2 student reading material. For student reading materials in grades K–1 refer to the Alignment Criteria for Foundational Skills 4b and 4d.

**Non-Negotiable 1**  
 Complexity of Texts

<b>Metric</b>	<b>Evidence</b>
<p><b>NN Metric 1A:</b>            100% of anchor texts must be accompanied by specific evidence that they have been analyzed with at least one research-based quantitative measure. Read-aloud texts should measure within or above the grades 2 – 3 band. Second grade anchor texts should measure within the grades 2 – 3 band.</p>	<p><i>ReadyGEN</i> is a K–6 integrated literacy program that accelerates learning for all by presenting modeled reading experiences with authentic text. Students engage in practice, build motivation, and improve their reading stamina. The selections were chosen based on their text complexity using quantitative, qualitative, and reader-task criteria. Quantitative criteria used were Lexile scores, average sentence length, and word frequency. The <i>ReadyGEN</i> Text Sets contains selections that are at the level of text complexity required in Standard 10 of Literature and Standard 10 of Informational Text.</p> <p>See each unit for the Text Complexity Rubrics in the Teacher’s Guide.            Grade K Unit 1 Teacher’s Guide pages TR52–TR55            Grade 1 Unit 1 Teacher’s Guide pages TR48–TR54            Grade 2 Unit 1 Teacher’s Guide pages TR48–TR54</p>
<p><b>NN Metric 1B:</b>            100% of texts must be accompanied by specific evidence that they have been analyzed for their qualitative features indicating a specific grade level placement.</p>	<p>See charts in the Teacher’s Guide for specific information. The Quantitative Measures include: Lexile score, Average Sentence Length, Word Frequency, Page Count, and Word Count. The Qualitative Measures include: Levels of Meaning, Structure, Language Conventionality and Clarity, Theme and Knowledge Demands. Reader and Task Suggestions are also included. To support teachers, Text Complexity Rubrics for all main selections have been created and included in the Teacher’s Guides. The rubrics were created by Dr. Elfrieda Heibert based on the research of our authorship team including but not limited to the work of Dr. Elfrieda Heibert, Dr. P. David Pearson, and Dr. Sharon Vaughn. The program also includes <i>Sleuth</i> selections. All concept-related <i>Sleuth</i> selections follow appropriate Lexile scores for the grade level.</p>

**Non-Negotiable 2: At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the text.**

Related to texts read aloud by the teacher in grades K–2 and student reading materials beginning in grade 2 only. For questions/tasks related to student reading materials in grades K–1 refer to the Alignment Criterion for Foundational Skills.

**Non-Negotiable 2**  
Text-Dependent and Text-Specific Questions

<b>Metric</b>	<b>Evidence</b>
<p><b>NN Metric 2A:</b> 80% of questions and tasks are text-dependent to reflect the requirements of Reading Standard 1 (by requiring use of textual evidence to support valid inferences from the text).</p>	<p>Within the <i>ReadyGEN</i> program, more than 80% of the questions are high-quality text-dependent questions requiring students to rely on the text to find the answers. In the first read of the lesson selection, Turn and Talk creates a structured routine allowing students to quickly think about and react to what they have read before digging deeper into the text. Students collaborate with peers to verbalize their thinking and learn from others. In the second read of the lesson selection, students engage with the Close Read and begin the hard work of analyzing and responding to text. The Close Read gives students extensive opportunities to explore key ideas and details, craft and structure, and integration of knowledge and ideas within the text.</p> <p>See the following example for each grade: Grade K Teacher’s Guide pages 12–17 Grade 1 Teacher’s Guide pages 12–17 Grade 2 Teacher’s Guide pages 12–17</p>

**NN Metric 2B:**

Questions and tasks accurately address the analytical thinking required by the Standards at each grade level. NOTE: While multiple Standards will be addressed with every text, not every Standard must be assessed with every text.

Each topically related Text Set, which consists of an anchor text, a supporting text, and texts to support close reading and critical (analytical) thinking, provides a balance of fiction and nonfiction consistent with the demands of the Common Core Standards. Each lesson begins with Build Understanding (Set the Purpose, Engage Children), which includes Enduring Understandings and Essential Questions to guide student thinking and create a culture of inquiry around the Text Sets and tasks. The Close Read section involves the Cite Text Evidence section to help students delve into key ideas and details, craft and structure, and the integration of knowledge and ideas. The Standards are listed in the Objectives to clearly identify which ones are addressed in the lesson. This structure helps students understand how to gather evidence and build knowledge as they apply these skills when they read the selection.

See Grade K Teacher’s Guide pages 12–13  
Grade 1 Teacher’s Guide pages 12–13  
Grade 2 Teacher’s Guide pages 12–13

**Alignment Criterion 1: Materials must reflect the distribution of text types and genres required by the Standards.**

**Alignment Criterion 1**

Range and Quality of Texts

<b>Metric</b>	<b>Evidence</b>
<p><b>AC Metric 1A:</b> Materials pay careful attention to providing a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics under study, particularly for texts read aloud by the teacher in grades K–2 and student reading materials in grade 2.</p>	<p><i>ReadyGEN</i> is an integrated and well-balanced approach to reading, writing, listening, and speaking instruction. Unlike a traditional core basal offering, <i>ReadyGEN</i> was intentionally designed to provide students and teachers with the tools necessary to meet the Common Core instructional shifts. Authentic, rigorous “Text Sets” build knowledge around unit themes that actively engage students, and include a complete array of print and digital resources that provide teachers with the daily support they need while offering the flexibility they desire.</p> <p>See the Unit Overview Standards Maps to identify the Anchor and Supporting Texts, the Goals, and the Enduring Understanding for each Module in each Unit. Grade K Implementation Guide pages 74–85 Grade 1 Implementation Guide pages 74–85 Grade 2 Implementation Guide pages 74–85</p>
<p><b>AC Metric 1B:</b> Within a sequence or collection of texts, specific anchor texts of grade-level complexity (keystone texts) are selected for their quality as being worthy of especially careful reading. This may be for texts read aloud by the teacher and for student reading materials in grade 2. Other texts in the collection can and should vary widely in complexity to accommodate a full range of student independent reading ability.</p>	<p><i>ReadyGEN</i> actively engages students in literacy experiences, with authentic, rigorous “Text Sets” as the core of all instruction. Each Text Set is comprised of full-length informational and literary trade books and texts spanning multiple genres and cultures. These titles serve as the springboard into the exploration of language, literacy, and collaboration. <i>ReadyGEN</i> is the only elementary literacy program that puts a library of 12 authentic trade books in the hands of every learner. Kindergarten teachers will receive one set of 12 titles to be read aloud to students. Digital access to every trade book presents a unique one-to-one learning opportunity and a shift in students’ behavior from passive to active learning. Interactive Anchor Texts bring content to life, help build background for all students and encourage the love of reading.</p> <p>See the selections in the Teacher’s Guide: Grade K pages iv to vii Grade 1 pages iv to vii Grade 2 pages iv to vii</p>

<p><b>AC Metric 1C:</b>          In grades K–2, literacy programs shift the balance of texts and instructional time to 50% high-quality literature/50% content-rich informational text.</p>	<p>In the program, each Text Set supports close reading and critical thinking and provides a balance of fiction and nonfiction consistent with the demands of the Common Core standards. <i>ReadyGEN</i> includes 12 full-length, authentic trade books with a balance of literary and informational texts. These anchor texts are supported by the Text Collection with topically related texts in multiple genres, <i>Sleuth</i> short texts for close reading routines, digital access to Savvas Realize, and Leveled Text Library with 60 topically related texts. The Standards Charts show the Reading Standards for Literacy and the Reading Standards for Informational Text, which identifies the references to a balance of literature and informational texts and instruction.</p> <p>See Grade K Implementation Guide pages 88–91          Grade 1 Implementation Guide pages 88–91          Grade 2 Implementation Guide pages 88–91</p>
<p><b>AC Metric 1D:</b>          Texts included in instructional materials include and reflect the text characteristics and genres that are specifically required by the Standards at each grade level.</p>	<p><i>ReadyGEN</i> is organized around unit modules (six units in Grades K–2; four units in Grades 3–6). Text Sets are used to build knowledge around unit themes, which emphasize the common characteristics of a unifying concept, and promote in-depth understanding through daily lessons in the two modules. All texts are aligned to the complexity requirements outlined in the Common Core Standards, ensuring that all students interact with appropriate grade-level texts.</p> <p>For each unit, see the Vocabulary to Unlock Text and the Module Overview to verify the variety of materials.          Grade K Teacher’s Guide Unit 1 pages 2 to 7          Grade 1 Teacher’s Guide Unit 1 pages 2 to 7          Grade 2 Teacher’s Guide Unit 1 pages 2 to 7</p>

<p><b>AC Metric 1E:</b>  Student reading materials markedly increase the opportunity for regular independent reading of texts that develop foundational skills, build knowledge, and increase student ability to read and comprehend complex texts.</p>	<p><i>ReadyGEN</i> lessons are designed around Dr. P. David Pearson’s gradual release of responsibility model with the goal of building independent readers and writers. As teachers use authentic text to model reading and writing practices, students work to master rigorous standards.</p> <p>For Foundational Skills, <i>ReadyGEN</i>’s approach focuses on skills such as phonemic awareness, phonics, and fluency. Lessons integrate into the curriculum in a three-step process. Teachers access daily mini-lessons, more strategic and focused instruction, and formative assessments supporting all learners.</p> <p>First, the foundational skills are pre-taught using the daily mini-lessons. Whole group instructional pages in Grades K-2 provide additional instruction and support following a gradual release of responsibility model. Teachers then assign more robust Foundational Skills instruction to students who may require additional support during small group time. Finally, for additional practice use the Foundational Skills instruction resources in the back of the Teacher’s Guide and additional practice masters online on Savvas Realize. Along with the Teacher’s Guide and additional practice masters online, <i>ReadyGEN</i> also provides a wealth of additional resources like Letter Tiles, Decodable and Practice Readers, Sound-Spelling Cards, Online Games, High-frequency Word Cards and Picture cards, among others.</p> <p>Foundational skills lessons in <i>ReadyGEN</i> are rigorous, but the integrated approach—allowing students to build understanding through text and instruction—supports standards instruction in the intent defined in the Common Core State Standards.</p> <p>For Comprehension and Writing Development, teachers have layers of support to help students become strong readers and read more deeply as they construct meaning from complex texts. First, students use Build Understanding as part of Whole Group Reading instruction. From there, students practice a Close Read and learn how to unlock vocabulary. Every lesson offers a clear choice for teacher-directed small group instruction, and also provides a number of options for engaging independent learners during Small Group Time. All writing and vocabulary instruction is done within the context of reading multiple times for specific purposes to build close reading and higher-order thinking skills. Students are taught each day to carefully analyze and synthesize sources, write to sources, and defend claims as part of Whole Group Writing instruction, and each writing lesson focuses on one writing mode as specified in the Common Core Standards. Finally, explicit instruction guides students through the writing process, requiring them to analyze good writing models from the text sets they read.</p> <p>See Grade K Unit 1 Teacher’s Guide pages 12–21; Grade 1 Unit 1 Teacher’s Guide pages 12–21; Grade 2 Unit 1 Teacher’s Guide pages 12–21</p>
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**Alignment Criterion 2: Questions and tasks support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.**

**Alignment Criterion 2**  
Questions and Tasks

<b>Metric</b>	<b>Evidence</b>
<p><b>AC Metric 2A:</b> High-quality sequences of text-dependent questions can address any of the following: sustained attention to making meaning from the text, rereading to gain evidence and clarity, and the acquisition of foundational skills.</p>	<p>In <i>ReadyGEN</i>, students use Build Understanding and read the text as part of Whole Group Reading instruction. Then students Close Read and learn how to unlock vocabulary. During this second read of the text, they use information from the text to respond to questions that require higher-order thinking skills. Each Close Read question has a Depth of Knowledge level to indicate the cognitive skills required to answer the question. (See examples in Grades K, 1, and 2 Unit 1 Teacher’s Guide page 13.) Every lesson offers a clear choice for teacher-directed small group instruction and also provides options for engaging independent learners during Small Group Time. (See examples in Grades K, 1, and 2 Unit 1 Teacher’s Guide page 15–17.)</p> <p>Higher-order (critical) thinking skills and related questioning techniques are integrated throughout the program. The program allows for immediate feedback for the questioning techniques. Embedded in the program are also assessment questions that are directly related to testing concepts in the Common Core State Standards. Higher-order thinking skills are addressed in the Reading/Language Analysis sections of the Teacher’s Guide as well as in the support materials in the Scaffolded Strategies Handbook. The <i>Sleuth</i> materials present the Super Sleuth Steps: Look for Clues, Ask Questions, Make Your Case, and Prove It! with performance tasks to demonstrate comprehension. Throughout the program, students are continuously involved in comprehension activities that use text dependent higher-order thinking skills.</p> <p>See Grade K Unit 1 Teacher’s Guide pages 36–37 Grade 1 Unit 1 Teacher’s Guide pages 36–37 Grade 2 Unit 1 Teacher’s Guide pages 36–37</p>

**AC Metric 2B:**

Questions and tasks support students in acquiring the academic language (vocabulary and syntax) prevalent in complex texts.

In *ReadyGEN*, the program authors developed the Generative Vocabulary approach and corresponding routines to make visible to students critical features and functions of words and connections among words. By teaching vocabulary in clusters of ideas rather than in isolation, this approach encourages students to generate and learn many more words. Benchmark Vocabulary Words are important for understanding concepts within a text. By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. The vocabulary presented to students includes phrases and expressions as well as words. See the Unit 1 Teacher’s Guide for Grade K pages TR28 and TR32, Grade 1 pages TR24 and TR28, and Grade 2 pages TR24 and TR28 for Vocabulary Routines. The complete rationale for the vocabulary activities can be found in Grade K Unit 1 Teacher’s Guide pages TR28–TR35, Grade 1 Unit 1 Teacher’s Guide pages TR24–TR31, Grade 2 Unit 1 Teacher’s Guide pages TR24–TR31.

Vocabulary words are presented at every grade level and used in the reading selection. Recognition and immediate application in context allow readers to use content words and academic terms in a real-world reading setting. See Grades K, 1, and 2 Unit 1 Teacher’s Guide pages 2–5. The online *ReadyUp! Intervention* program includes vocabulary and comprehension lessons to help students at all levels develop the necessary skills to succeed both in and out of school. Lessons offer a consistent format: Introduce, Model, Teach, and Practice in isolation and in context. Routines, practice, and assessment occur at point-of-use within each lesson. The lesson follows a gradual release of responsibility model to scaffold learning.

Throughout the program, concepts of syntax are targeted when the conventions of grammar and usage are presented in student and teacher materials. *ReadyGEN* provides ample opportunities to use the conventions in speaking and writing. Teacher’s Guide lessons introduce, reinforce, and review conventions for capitalization, punctuation, parts of speech, kinds of nouns, verb tenses, adjectives, different kinds and structures of sentences, and more. These skills are presented in the Conventions Mini-Lesson in each week’s lesson.

- After working with capital and lowercase letters, see the beginning example of syntax for Grade K Teacher’s Guide Unit 1 page 121.
- See the following example for Grade 1 Teacher’s Guide Unit 1 page 21.
- See the following example for Grade 2 Teacher’s Guide Unit 1 page 21.

**AC Metric 2C:**

Questions build to a deep understanding of the central ideas of the text.

Working from the requirements of the Performance-Based Assessment at the end of each module, carefully chosen content-rich selections support the text-based instruction that enables students to address the module goals. The Module Overview chart identifies the instructional focus—what readers, writers, and learners are expected to know and do and the variety of content they will be working with at every level of instruction. These expectations fall in line with the goals for the Performance-Based Assessment. All pre-reading activities are text- and research-based and are highly focused on text-based skills such as vocabulary or the concept development based on the knowledge and ideas developed through the reading of the texts.

Review the lessons in each level using the Module B overview chart on Teacher’s Guide pages 156–157 of Unit 1 for Grades K, 1, and 2.

**Alignment Criterion 3: Written tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text.**

**Alignment Criterion 3**

Writing to Sources and Research

<b>Metric</b>	<b>Evidence</b>
<p><b>AC Metric 3A:</b>            Writing to sources is a key task. Students are asked in their writing to communicate thinking, answer questions, and synthesize information encountered in texts or through read-alouds. Materials are organized to elicit responses to sources in age-appropriate ways (could include activities such as dictation, making pictures to express thoughts, etc., in addition to writing).</p>	<p>The <i>ReadyGEN</i> lessons are designed around Dr. P. David Pearson’s gradual release of responsibility model with the goal of building independent readers and writers. All writing and vocabulary instruction is done within the context of reading multiple times for specific purposes to build close reading and higher-order thinking skills. Students are taught each day to carefully analyze and synthesize sources, write to sources, and defend claims as part of Whole Group Writing instruction, and each writing lesson focuses on one writing mode as specified in the Common Core Standards. Finally, explicit instruction guides students through the writing process, requiring them to analyze good writing models from the text sets they read.</p> <p>See the standards charts for Writing and the related speaking, listening, and language standards on the following pages:            Grade K Implementation Guide pages 94–100            Grade 1 Implementation Guide pages 95–103            Grade 2 Implementation Guide pages 93–100</p> <p>See also the following lesson examples.</p> <ul style="list-style-type: none"> <li>• Grade K Module A begins with Narrative Writing as students use the selection to write a description and use describing words in Unit 1 Teacher’s Guide pages 18–21. Module B begins with Informative/Explanatory Writing to make a list and to list facts, and use nouns for animals in Unit 1 Teacher’s Guide pages 168–171.</li> <li>• Grade 1 Module A begins with Narrative Writing as students use the selection to write the beginning, middle, and end and use uppercase letters in Unit 1 Teacher’s Guide pages 18–21. Module B begins with Informative/Explanatory Writing to write facts about a topic and match nouns and verbs in Unit 1 Teacher’s Guide pages 168–171.</li> <li>• Grade 2 Module A begins with Narrative Writing as students describe characters and identify nouns in Unit 1 Teacher’s Guide pages 18–21. Module B begins with Informative/Explanatory Writing to use text and photos to explain a topic and identify adjectives in Unit 1 Teacher’s Guide pages 168–171.</li> </ul>

<p><b>AC Metric 3B:</b> Materials create prominent and varied opportunities for opinion, informative/explanatory, and narrative writing</p>	<p>Writing instructional routines always encourage the reciprocity between reading and writing to promote student thinking and understanding through text-based evidence. This cohesive and comprehensive curriculum ensures a ready-made suite of resources, so teachers can spend less time creating lessons and more time teaching.</p> <p>See the Module Overview of a unit for a listing of the Writing Instructional Focus and the Independent Writing topics.</p> <ul style="list-style-type: none"> <li>• Grade K see Unit 1 Teacher’s Guide Module A pages 6–7 and Module B pages 156–157</li> <li>• Grade 1 see Unit 1 Teacher’s Guide Module A pages 6–7 and Module B pages 156–157</li> <li>• Grade 2 see Unit 1 Teacher’s Guide Module A pages 6–7 and Module B pages 156–157</li> </ul>
<p><b>AC Metric 3C:</b> Extensive practice with short, focused, grade-appropriate research projects is provided. Materials require students to engage in many short research projects annually.</p>	<p>In many of the Writing projects and related activities for each week, students locate information about the unit topic or concept as they prepare to make a report or talk about the topic. Each of these activities requires students to use both print and digital materials to locate the necessary information to complete a research project.</p> <ul style="list-style-type: none"> <li>• Grade K Unit 4 Teacher’s Guide pages 238–241</li> <li>• Grade 1 Unit 4 Teacher’s Guide pages 268–270</li> <li>• Grade 2 Unit 4 Teacher’s Guide pages 188–190</li> </ul>

**Alignment Criterion 4: Materials provide explicit and systematic instruction and diagnostic support in concepts of print, letter recognition, phonemic awareness, phonics, word awareness, vocabulary development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive early reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.**

**Alignment Criterion 4**  
Foundational Skills

<b>Metric</b>	<b>Evidence</b>
<p><b>AC Metric 4A:</b> Submissions address grade-level CCSS for foundational skills by providing instruction in concepts of print, letter recognition, phonemic awareness, phonics, word awareness, vocabulary development, syntax, and reading fluency in a research-based and transparent progression.</p>	<p>Foundational skills are the entryway to language and vocabulary and for students to become strong readers of complex text. Savvas provides phonics instruction for Grades K–3 and word analysis for Grades 4–6. The <i>ReadyGEN</i> scope and sequence of foundational skills has been widely validated in independent efficacy studies. Created by literacy experts in the areas of phonemic awareness, phonics, word work, and spelling, the approach is aggressive, with supports for appropriate mediations and modeled delivery through optional scripting.</p> <p>Each lesson has Small Group Options in the Small Group Time section that includes Phonics with references to the Foundational Skills pages in the book.</p> <ul style="list-style-type: none"> <li>• Grade K Unit 1 Teacher’s Guide Module A pages 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136</li> <li>• Grade 1 Unit 1 Teacher’s Guide Module A pages 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136</li> <li>• Grade 2 Unit 1 Teacher’s Guide Module A pages 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136</li> </ul>
<p><b>AC Metric 4B:</b> Submissions include a variety of student reading material that allows for systematic, regular, and frequent practice of all foundational skills.</p>	<p>Phonics (K–3) and Word Analysis (4–6) lessons are integrated into <i>ReadyGEN</i> instruction and lessons appear in the Foundational Skills section at the back of every <i>ReadyGEN</i> Teacher’s Guide. Every lesson follows a systematic approach and integrates phonemic awareness, phonics, and fluency into daily instructional routines. Foundational skills instruction was designed to work in whole and small group settings, and it is recommended that teachers allocate 20–30 minutes of their reading block to teaching these skills.</p> <p>Additional skill application can be found by using the Grade K Student Readers and Grades 1 and 2 Decodable Readers where selections have been specifically developed to use and apply the key foundational skills. See the references in the Foundational Skills section of the Teacher’s Guide for Grades K, 1, and 2.</p>

<p><b>AC Metric 4C:</b> Materials provide regular practice in encoding (spelling) and decoding (reading) the sound-symbol relationships of English.</p>	<p>Both decoding and encoding skills are presented in the program following a systematic scope and sequence. Each skill is introduced, practiced, and applied in reading and writing activities. Beginning in Grade K, students work with the phonemic awareness skills. Once the auditory skills are mastered, the program proceeds to using each skill in the decoding process and then in the encoding process for phonics of matching sounds and letters.</p> <ul style="list-style-type: none"> <li>• See Grade K references for the skill presentation for Phonics in the Foundational Skills in the Implementation Guide on pages 91–94 and the spelling L.K.2 on pages 98–99.</li> <li>• See Grade 1 references for the skill presentation for Phonics in the Foundational Skills in the Implementation Guide on pages 91–94 and the spelling L.1.2 on pages 100–101.</li> <li>• See Grade 2 references for the skill presentation for Phonics in the Foundational Skills in the Implementation Guide on pages 91–93 and the spelling L.2.2 on page 98.</li> </ul> <p>Acknowledging that all students require additional or differentiated instruction depending on texts and tasks, <i>ReadyUp! Intervention</i> provides fluid entry and exit points that make lessons accessible and user-friendly. Targeted foundational skill instruction provides a strong base for beginning and struggling readers and writers at the early elementary grades, while vocabulary and comprehension lessons help students at all levels develop the necessary skills to succeed both in and out of school.</p>
<p><b>AC Metric 4D:</b> Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p><i>ReadyGEN</i> teaches phonics explicitly and systematically. Students learn to blend and segment phonemes to develop and apply their decoding skills. In each lesson, reading decodable text and opportunities for writing allow students to apply the phonics skills they have learned and to understand the usefulness of these new skills. The <i>ReadyGEN</i> word-analysis instruction is also explicit and systematic. Students learn word-study skills in isolation and in context. All skills are practiced, applied, and spiraled throughout the year. The skills are consistently applied to the reading and writing process so that the value of the lesson is immediately used to develop proficient and independent readers.</p>

**Alignment Criterion 5: Materials must adequately address the Language Standards for the grade.**

**Alignment Criterion 5**  
Language

<b>Metric</b>	<b>Evidence</b>
<p><b>AC Metric 5A:</b> Materials address the grammar and language conventions specified by the Language Standards at each grade level.</p>	<p>In the <i>ReadyGEN</i> program, the conventions of grammar and usage are presented in student and teacher materials. <i>ReadyGEN</i> provides ample opportunities to use the conventions in speaking and writing. Teacher’s Guide lessons introduce, reinforce, and review conventions for capitalization, punctuation, parts of speech, kinds of nouns, verb tenses, adjectives, different kinds and structures of sentences, and more. These skills are presented in the Conventions Mini-Lesson in each week’s lesson.</p> <ul style="list-style-type: none"> <li>• After working with capital and lowercase letters, see the beginning example of conventions for Grade K Teacher’s Guide Unit 1 page 121.</li> <li>• See the following example for Grade 1 Teacher’s Guide Unit 1 page 121.</li> <li>• See the following example for Grade 2 Teacher’s Guide Unit 1 page 21.</li> </ul> <p>Also see the Implementation Guide for the Language Standards addressed and the references to the lessons where this occurs. Grade K pages 97–100 Grade 1 pages 99–103 Grade 2 pages 97–100</p>

<p><b>AC Metric 5B:</b> Materials expect students to confront their own error patterns in usage and conventions and correct them in a grade-by-grade pathway that results in college and career readiness by 12th grade.</p>	<p>In <i>ReadyGEN</i>, students are provided with lessons and online materials to improve their skills and progress to higher levels. Routines, practice, and assessment occur at point-of-use within each lesson. The lesson follows a gradual release of responsibility model to scaffold learning. After focused and guided instruction students move to collaborative learning and independent learning. For the “We Do” lesson part, students write with guidance from the teacher and are taught to carefully analyze, synthesize, write to sources, or defend claims. For the “I Do” lesson part, the text (or a student writing sample) is used as a model and springboard for teaching the writing modes and process. For the “You Do” lesson part, <i>Writing Keystone Checklists</i> occur throughout the module to assess students’ ability to write narrative, informative, or opinion pieces as they practice independent writing. A culminating <i>Performance-Based Assessment</i> allows students to present, reflect, and respond to a task. Students use the writing “tools” they have learned throughout the module.</p> <p>See Teacher’s Guide Unit Module A Lesson and a complete writing activity: Grade K pages 18–21, 142–149 Grade 1 pages 18–21, 142–149 Grade 2 pages 18–21, 142–149</p>
<p><b>AC Metric 5C:</b> Materials provide a mirror of real-world activities for student practice with natural language (e.g., discussions, demonstrations, presentations).</p>	<p>Curriculum topics from many content areas are included and were selected based on concepts from science, math, social studies, and literature to make language learning in the <i>ReadyGEN</i> program a real-world experience. The design of the program includes using content topics throughout the lessons in all grades. <i>ReadyGEN</i> puts content-rich fiction and nonfiction selections in every student’s hands in every module of the program. The lessons in each module provide rigorous, systematic instruction with embedded routines to promote high engagement and autonomy. The systematic nature of the program allows each student to grow and develop skills in all phases of language development through real-world experiences. Every unit has a variety of topics related to content.</p>

**Alignment Criterion 6: To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills as outlined in the Standards.**

**Alignment Criterion 6**  
Speaking and Listening

Metric	Evidence
<p><b>AC Metric 6A:</b> Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and building on others’ ideas.</p>	<p><i>ReadyGEN</i> is an integrated literacy program built on a collaborative learning model in which teachers and students work together throughout the instructional process to grow students’ understanding and expand their knowledge. <i>ReadyGEN</i> teachers activate the learning process through instruction, modeling, scaffolding, and reteaching as needed. Students collaborate with one another and with the teacher to analyze, question, evaluate, and respond as they practice and apply what they have learned. Students also collaborate with a partner, a small group, or the whole class to participate in critical reading, thinking, speaking, and writing. Students at all levels of proficiency are involved with interactive supports as a means to achieve success in all aspects of the instructional process. For examples, see Grades K, 1, and 2 Unit 1 Teacher’s Guides page 12 Turn and Talk for the Think-Pair-Share Routine and page 14 Practice/Apply for the Small Group Discussion Routine. Such interactive activities are included throughout the lessons.</p> <p>Students read, write, listen, and speak every day in every lesson of <i>ReadyGEN</i>. To anchor an interactive approach, <i>ReadyGEN</i> has an instructional design with links among reading, language, and writing skill development. The program encourages students to dig deep, think hard, and cite evidence from the text as support for their ideas. The program uses a well-developed lesson structure that involves all aspects of reading and writing and incorporates listening and speaking development. This integrated approach allows every student to participate at an appropriate level and then to progress in skill development through instruction, reinforcement, and application.</p>

<p><b>AC Metric 6B:</b> Materials develop active listening skills, such as asking relevant questions, and elaborating on remarks of others in a grade-appropriate way.</p>	<p>Skill development incorporates the listening, speaking, and writing structures for language learning. The development is enhanced by the interactive lessons that help students participate in the learning experiences. The language domains are included in the context of language proficiency so that students are involved in questioning activities, academic discussions, and collaborative conversations to help develop their listening and speaking language skills. The Whole Group and Small Group lessons actively involve all students in developing language proficiency at all levels using all language domains. Additional support to assist all students can be found in the Scaffolding Strategies Handbook, the <i>Sleuth</i> series with short texts for close reading, and the online support materials. Instruction throughout <i>ReadyGEN</i> incorporates electronic tools and devices to escalate the learning process and to accommodate the needs of the individual learner. See Grades K, 1, and 2 Unit 1 Teacher’s Guide Lesson 1 pages 12–21 and the similar lesson sections.</p>
<p><b>AC Metric 6C:</b> Materials require students to marshal evidence when speaking.</p>	<p><i>ReadyGEN</i> provides many opportunities for students to present ideas and information each day that involve speaking activities based on using information from the selections as text evidence. In the variety of discussions and collaborative partner and group activities, students use text evidence to respond. In every lesson, the Close Read begins with Cite Text Evidence to help students learn the skill and present evidence-based information. See a lesson example on the following page: Grade K: Unit 1, page 13 Grade 1: Unit 1, page 13 Grade 2: Unit 1, page 13</p>

**AC Metric 6D:**

Materials build in frequent opportunities for discussion and, through directions and modeling, encourage students to use academic language in their speech.

The Text Collection at each grade level contains topically related selections that span multiple genres and cultures and involve a range of academic language. The collections include poetry, primary sources, and biographies. All of the materials are tied to content-area standards that build a broad range of knowledge and literacy experience through a multitude of texts. The materials incorporate many opportunities to use the content and academic language in the activities and the responses to text. The *Sleuth* materials are a collection of short nonfiction selections in a range of content. They follow the Super Sleuth Steps to practice close reading and to sharpen critical thinking skills. Additionally, the Leveled Text Library contains a broad range of 60 conceptually connected texts at each grade to provide an on-ramp to *ReadyGEN* Essential Questions, Enduring Understandings, and unit themes. See Grades K, 1, and 2 Teacher’s Guide pages iv and vi–vii for a brief overview of the book sets and pages viii and ix for the lesson structure.

In the “Prepare to Read” section for each lesson in the Scaffolded Strategies Handbook, students preview domain-specific vocabulary through the use of routines. The “Interact with Text” section provides methods for supporting the teaching and learning of academic vocabulary. See examples in Grade 1 Scaffolded Strategies Handbook Unit 1 Module A pages 8–9, 10–11, 14–15, 16–17. The study of academic language is firmly embedded in the Scaffolded Strategies Handbook. Additionally, the online parts of the program provide a game-based learning environment to motivate students outside the classroom. “Monster Word Mania” encourages students to strengthen their generative vocabulary skills. “Pack Up the Skills” helps them build important foundational skills in a fun online environment.

**Alignment Criterion 7: Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.**

**Alignment Criterion 7**

Access to the Standards for All Students

<b>Metric</b>	<b>Evidence</b>
<p><b>AC Metric 7A:</b> Materials regularly provide all students, including those who read, write, speak, or listen below grade-level or in a language other than English, with extensive opportunities to work with and meet grade-level standards.</p>	<p><i>ReadyGEN</i> is organized in unit modules (six units in Grades K–2; four units in Grades 3–6). Text Sets (Trade Books) are used to build knowledge around unit themes, which emphasize the common characteristics of a unifying concept, and to promote in-depth understanding through daily lessons in the two modules. All texts are aligned to the complexity requirements outlined in the Common Core Standards, ensuring that all students interact with appropriate grade-level texts to use all aspects of the language domains—reading, writing, speaking, and listening. This systematic structure presents appropriate instruction at all levels throughout the program. Performance-Based Assessments emphasize integration of reading, writing, speaking, and listening as students draw from the Text Sets to demonstrate their knowledge of core understandings.</p> <p>Differentiation of language proficiency is linguistically and developmentally appropriate at each level of <i>ReadyGEN</i>. A variety of linguistic supports are incorporated into each level including teacher modeling, repeated reading, discussions, and student presentations. This interactive approach helps to present lessons that identify and meet the needs for differentiated levels of skills. Monitor Progress checks in each lesson help to ensure that instruction is modified to meet individual learning needs. See the Grade 1 Teacher’s Guide Unit 1 pages 15–17 for Scaffolded Instruction for Small Group Time and Monitor Progress suggestions.</p>

<p><b>AC Metric 7B:</b> Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.</p>	<p><i>ReadyGEN</i> is a seven-level program for Grades K–6. The content and skill instruction were carefully structured to address all proficiency levels. The Baseline Assessment evaluates student proficiency in foundational skills, listening and reading comprehension, vocabulary, and writing. The Beginning-of-Year Fluency Test and Running Record provide students’ oral reading rate and oral reading accuracy, which may be used to verify instructional decisions suggested by the Baseline Assessment and to help identify a student’s particular strengths and weaknesses in reading and language development. All of this feedback can help teachers tailor their instruction during both whole group and small group lessons so that all students experience success and set high expectations to challenge students. <i>ReadyGEN</i> puts content-rich fiction and nonfiction selections in every student’s hands in every module of the program. The lessons in each module provide rigorous, systematic instruction with embedded routines to promote high engagement and autonomy to challenge advanced learners.</p>
<p><b>AC Metric 7C:</b> There are suggestions and materials for adapting instruction for varying student needs (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, suggestions for deconstruction/re-construction/ extending language, and other research-based remediation strategies).</p>	<p><i>ReadyGEN</i> is a K–6 integrated literacy program that has a well-balanced educational approach with many lesson features that provide appropriate instruction related to linguistic complexity. The program was intentionally designed to provide students and teachers with the tools necessary to identify the skill level and address the needs of language learners. The program has authentic “Text Sets,” which build knowledge around unit themes that actively engage students and include a complete array of print and digital resources to provide daily support for instruction while offering instructional flexibility. In addition to the lessons, the Scaffolding Strategies Handbook provides models of scaffolded instruction, useful strategies, and practical routines that can be employed during and with writing to support English language learners, struggling readers, students with disabilities, and accelerated learners. See a typical lesson for a selection: Grade 1 Scaffolding Strategies Handbook page 8 (Unlock the Text—Levels of Meaning, Structure) and page 9 (Language Conventionality and Clarity, Knowledge Demands).</p> <p>As a research-based program, <i>ReadyGEN</i> contains a comprehensive intervention system (<i>ReadyUp!</i>) to address linguistic complexity for all levels and is easily adapted to meet the needs of individual students. <i>ReadyGEN</i> 2016 includes biliteracy support resources. The <i>ReadyGEN Biliteracy Pathway</i> offers a unique instructional delivery that enables students to develop high levels of proficiency in their own language, as well as a second language. The benefits of balanced bilingualism allow for creativity and problem-solving, greater cross-cultural understanding, and marketability for future college and career goals in a multilingual society.</p>

**AC Metric 7D:**

Materials regularly and systematically build in the time and resources required to allow teachers to guide all students to meet grade-level standards.

Scaffolded lessons help English language learners unlock the anchor and supporting texts. Passages, vocabulary, and questions are geared toward building background knowledge for students learning English, so they can dig deeper into vocabulary and structure, regardless of their language proficiency. Based on your students and the text complexity rubrics, determine the support students will need to address the challenges in the texts. Use the resources in the Scaffolded Strategies Handbook to provide support for English language learners, struggling readers, and accelerated learners. Use the Baseline Assessment to determine instructional needs for students at the start of the year. The program identifies the language level and provides the learner with appropriate program tools for learning the skills, practicing them in context, and applying them to successfully obtain and master language concepts. The materials include Trade Book Libraries, Text Collections, *Sleuth* selections, Leveled Text Libraries, videos, images, graphics, and audio support to help students learn about, practice, and apply language skills to successfully progress. See Grades K, 1, and 2 Teacher’s Guides pages iv–vii for an overview of the learning resources that support the systematic structure of the program.

**AC Metric 7E:**

Materials regularly and systematically offer assessment opportunities that genuinely measure student progress. This progress is reflected in materials through gradual release of supporting scaffolds for students so they can progress toward independence.

*ReadyGEN* includes the Baseline Assessment, which evaluates student proficiency in foundational skills, listening and reading comprehension, vocabulary, and writing. The Beginning-of-Year Fluency Test and Running Record provide students' oral reading rate and oral reading accuracy, which may be used to verify instructional decisions suggested by the Baseline Assessment and to help identify a student's particular strengths and weaknesses in reading and language development. This feedback will help identify levels to ensure that all students receive instruction at the appropriate instructional level. Every *ReadyGEN* anchor text has up to six levels of interactivity that bring the content to life, help build background for all students, and encourage love of reading. The program gives teachers the option of assigning students an eText or interactive version of the anchor text on Savvas Realize. Interactive activities can be displayed and will function on an interactive whiteboard for use as part of whole group instruction, or students can access whatever texts have been assigned on their own devices.

In *ReadyGEN*, the lessons are linked to the skill level from the Baseline Assessment. Using the Baseline Assessment to determine their instructional needs at the start of the year, the teacher places the students in the program at the level where they can learn the skills and progress. *ReadyGEN* uses the design principle of backward mapping to ensure that activities are explicitly linked to and driven by the target objectives selected for each module. Working from the requirements of the Performance-Based Assessment at the end of each module, carefully chosen content-rich selections support the text-based instruction that enables students to address the module goals. The Module Overview chart (see Grades K, 1, and 2 Teacher's Guide pages 6–7) identifies the instructional focus—what readers, writers, and learners are expected to know and do and the variety of content they will be working with at every level of instruction. These expectations fall in line with the goals for the Performance-Based Assessment.