

A Correlation of



to the

**Indiana Academic Science Standards
Grade 1**

A Correlation of ReadyGEN, Grade 1 to the Indiana Academic Science Standards

Introduction

This document demonstrates how **ReadyGEN** meets the **Indiana Academic Science Standards**. Correlation page references are to the Unit Module Teacher's Guides and are cited by grade, unit, module, and page references.

ReadyGEN 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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Indiana Academic Science Standards	ReadyGEN Grade 1
Physical Science (PS)	
1.PS.1 Characterize materials as solid, liquid, or gas and investigate their properties, record observations and explain the choices to others based on evidence (i.e., physical properties).	Teachers can explore this objective with the following: TG: <u>Unit 5 Observing the Messages of the Natural World</u> Module B Lessons 1-7: Anchor Text: <i>Our World in Space: Planets</i> Close Read (define gas and liquid), 202–203
1.PS.2 Predict and experiment with methods (sieving, evaporation) to separate solids and liquids based on their physical properties.	Teachers can explore this objective with the following: TG: <u>Unit 5 Observing the Messages of the Natural World</u> Module B Lessons 1-7: Anchor Text: <i>Our World in Space: Planets</i> Close Read (define gas and liquid), 202–203
1.PS.3 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	Sleuth ReadyGen provides opportunities through their four-step process: Look for Clues; Ask Questions; Make Your Case; and Prove It! to conduct investigations and share their responses. See Unit 1 Connecting to Our World and Unit 4 Planting for the Future.
1.PS.4 Make observations to collect evidence and explain that objects can be seen only when illuminated.	Sleuth ReadyGen provides opportunities through their four-step process: Look for Clues; Ask Questions; Make Your Case; and Prove It! to conduct investigations and share their responses. See Unit 1 Connecting to Our World and Unit 4 Planting for the Future.

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Earth and Space Science (ESS)	
1.ESS.1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.	TG: <u>Unit 5 Observing the Messages of the Natural World</u> Module A: Lessons 1-7: Anchor Text: <i>King Kafu and the Moon</i> Lessons 8-11: Supporting Text: <i>Let's Visit the Moon</i> Lessons 12-13: <i>King Kafu and the Moon</i> and <i>Let's Visit the Moon</i> Module B: Lessons 1-7: Anchor Text: <i>Our World in Space: Planets</i> Lessons 8-10: Supporting Text: <i>The Sun</i> Lessons 11-12: <i>Our World in Space: Planets</i> and <i>The Sun</i>
1.ESS.2 Observe and compare properties of sand, clay, silt, and organic matter. Look for evidence of sand, clay, silt, and organic matter as components of soil samples.	TG: <u>Unit 4 Planting for the Future</u> Module A: Lessons 1-7: Anchor Text: <i>Arbor Day Square</i> Lessons 8-11: Supporting Text: <i>The Family Tree</i> Lessons 12-13: <i>Arbor Day Square</i> and <i>The Family Tree</i>
1.ESS.3 Observe a variety of soil samples and describe in words and pictures the soil properties in terms of color, particle size and shape, texture, and recognizable living and nonliving items.	TG: <u>Unit 4 Planting for the Future</u> Module A: Lessons 1-7: Anchor Text: <i>Arbor Day Square</i> Lessons 8-11: Supporting Text: <i>The Family Tree</i> Lessons 12-13: <i>Arbor Day Square</i> and <i>The Family Tree</i> Module B: Lessons 1-5: Anchor Text: <i>The Life Cycle of an Apple Tree</i> Lessons 6, 8-11: Supporting Text: <i>How a Seed Grows</i> Lesson 7, 12: <i>The Life Cycle of an Apple Tree</i> and <i>How a Seed Grows</i>
1.ESS.4 Develop solutions that could be implemented to reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	TG: <u>Unit 4 Planting for the Future</u> Module A: Lessons 1-7: Anchor Text: <i>Arbor Day Square</i> Lessons 8-11: Supporting Text: <i>The Family Tree</i> Lessons 12-13: <i>Arbor Day Square</i> and <i>The Family Tree</i>

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Life Science (LS)	
<p>1.LS.1 Develop representations to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p>	<p>TG: <u>Unit 4 Planting for the Future</u> Module B: Lessons 1-5: Anchor Text: <i>The Life Cycle of an Apple Tree</i></p> <p><u>Leveled Text Library (examples)</u> <i>Animals Change</i> <i>Giraffe Grows Up</i> <i>Guide to Growing</i> <i>My New Pet</i> <i>Animals Grow and Change</i></p>
<p>1.LS.2 Develop a model mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. Explore how those external parts could solve a human problem.</p>	<p>Teachers can explore this objective with the following: TG: <u>Unit 4 Planting for the Future</u> Module B: Lessons 1-5: Anchor Text: <i>The Life Cycle of an Apple Tree</i></p>
<p>1.LS.3 Make observations of plants and animals to compare the diversity of life in different habitats.</p>	<p>TG: <u>Unit 4 Planting for the Future</u> Module A: Lessons 1-7: Anchor Text: <i>Arbor Day Square</i> Lessons 8-11: Supporting Text: <i>The Family Tree</i> Lessons 12-13: <i>Arbor Day Square</i> and <i>The Family Tree</i> Module B: Lessons 1-5: Anchor Text: <i>The Life Cycle of an Apple Tree</i> Lessons 6, 8-11: Supporting Text: <i>How a Seed Grows</i> Lesson 7, 12: <i>The Life Cycle of an Apple Tree</i> and <i>How a Seed Grows</i></p> <p><u>Sleuth</u> <i>“How Polar Bears Hunt”</i></p> <p><u>Leveled Text Library (examples)</u> <i>Animal Adventures</i> <i>Animals Change</i> <i>Giraffe Grows Up</i> <i>Guide to Growing</i> <i>My New Pet</i> <i>Animals Grow and Change</i> <i>At the Pond</i> <i>A Very Big Animal</i></p>

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1.LS.4 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	<p>TG: <u>Unit 1 Connecting to Our World</u> Module B: Lessons 1-7: Anchor Text: <i>Time to Sleep</i></p> <p><u>Unit 4 Planting for the Future</u> Module B: Lessons 1-5: Anchor Text: <i>The Life Cycle of an Apple Tree</i> Lessons 6, 8-11: Supporting Text: <i>How a Seed Grows</i> Lesson 7, 12: <i>The Life Cycle of an Apple Tree</i> and <i>How a Seed Grows</i></p> <p><u>Leveled Text Library (examples)</u> <i>Animal Adventures</i> <i>Guide to Growing</i> <i>At the Pond</i> <i>Grandma's Farm</i></p>
Engineering (E)	
K-2.E.1 Pose questions, make observations, and obtain information about a situation people want to change. Use this data to define a simple problem that can be solved through the construction of a new or improved object or tool.	<p>Sleuth <u>Unit 4 Planting for the Future</u> Let's Build a Park, 34–35</p>
K-2.E.2 Develop a simple sketch, drawing, or physical model to illustrate and investigate how the shape of an object helps it function as needed to solve an identified problem.	<p>TG: <u>Unit 1 Connecting to Our World</u> Module B: Write a Fact (using <i>Time to Sleep</i> illustrate the way animals sleep)</p> <p><u>Unit 4 Planting for the Future</u> Module B: Prepare to Write (class picture dictionary), 179 Write (draw the sequence of steps for how to brush their teeth), 200 Create (write a book using diagrams from <i>How a Seed Grows</i>), 284</p>
K-2.E.3 Analyze data from the investigation of two objects constructed to solve the same problem to compare the strengths and weaknesses of how each performs.	<p>Sleuth ReadyGen provides opportunities through their four-step process: Look for Clues; Ask Questions; Make Your Case; and Prove It! to conduct investigations and share their responses.</p> <p>For supporting content please see: Unit 1 Connecting to Our World and Unit 4 Planting for the Future.</p>