

A Correlation of

**ReadyGEN**

**Grade 1**

©2016



To the

**Minnesota Academic Standards  
in English Language Arts  
Grade 1**

# A Correlation of ReadyGEN, Grade 1, ©2016 to the 2010 Minnesota Academic Standards in English Language Arts, Grade 1

## Introduction

This document demonstrates how *ReadyGEN*, ©2016 meets the Minnesota Academic Standards in English Language Arts. 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

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.  
**Savvas™** and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

**Table of Contents**

|  |           |
|--|-----------|
| <b>Reading Benchmarks: Literature K K-5 (Common Core Reading Standards for Literature K–5) [RL].....</b>                             | <b>4</b>  |
| <b>Reading Benchmarks: Informational Text K K–5 (Common Core Reading Standards for Informational Text K-5) [RI] .....</b>            | <b>6</b>  |
| <b>Reading Benchmarks: Foundational Skills K K-5 (Common Core Reading Standards: Foundational Skills (K–5) [RF] .....</b>            | <b>9</b>  |
| <b>Writing Benchmarks K K-5 (Common Core Writing Standards K–5) [W] .....</b>  | <b>13</b> |
| <b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 (Common Core Speaking, and Listening Standards K–5) [SL] .....</b> | <b>15</b> |
| <b>Language Benchmarks K K-5 (Common Core Language Standards K–5) [L] .....</b>  | <b>18</b> |

**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| 2010 Minnesota Academic Standards<br>English Language Arts, Grade 1   | ReadyGEN<br>Grade 1, ©2016  |
|---|---|
| <b>Reading Benchmarks: Literature K K-5 (Common Core Reading Standards for Literature K–5) [RL]</b>               |   |
| <b>Grade 1 students:</b>  |   |
| <b>Key Ideas and Details</b>  |   |
| 1.1.1.1 Ask and answer questions about key details in a text.   | <p><b>TG U1:</b> 13-15, 16-17, 33, 43, 53, 26-27, 58, 73, 93, 113, 133, 137-138</p> <p><b>TG U2:</b> 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</p> <p><b>TG U3:</b> 92-94</p> <p><b>TG U4:</b> 92-94</p> <p><b>TG U5:</b> 32-34, 36-37, 43, 63, 73, 123, 133, 237</p> <p><b>TG U6:</b> 63, 67, 83, 86-87, 102, 116, 132, 172, 183, 192-194, 196-198</p>  |
| 1.1.2.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. | <p><b>TG U1:</b> 14-16, 16-17, 44-46, 46-47, 114-116, 116-117, 124-125, 126-128</p> <p><b>TG U2:</b> 62-64, 66-67, 122-124, 126-127, 202-204, 206-208</p> <p><b>TG U3:</b> 12-14, 16-17, 62-64, 66-67, 112-114, 116-118</p> <p><b>TG U4:</b> 12-14, 16-17, 62-64, 82-83, 112-114, 116-118</p> <p><b>TG U5:</b> 62-64, 66-68</p> <p><b>TG U6:</b> 62, 64, 66, 92, 94, 96-97, 112, 114, 116-117, 132, 134, 172, 174</p>   |
| 1.1.3.3 Describe characters, settings, and major events in a story, using key details.                            | <p><b>TG U1:</b> 12-14, 22-24, 26-27, 42, 62, 82-84, 84-85, 86-87, 92-94, 94-96, 96-97, 102-103, 104-105</p> <p><b>TG U2:</b> 12-14, 14-16, 16-17, 22-24, 26-27, 32-34, 42, 44, 104-105</p> <p><b>TG U3:</b> 12-14, 14-16, 16-17, 32-34, 54-56, 56-57, 82-84, 84-86, 86-87, 92-94</p> <p><b>TG U4:</b> 22-24, 27-29, 62-64, 66-68</p> <p><b>TG U5:</b> 22-24, 26-27, 42-44, 46-47, 54-56, 56-58</p> <p><b>TG U6:</b> 82-84, 86-87, 162-164, 166-167, 212-214, 216-218</p> |

**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| 2010 Minnesota Academic Standards<br>English Language Arts, Grade 1  | ReadyGEN<br>Grade 1, ©2016  |
|--|---|
| <b>Craft and Structure</b>   |   |
| 1.1.4.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  | <b>TG U1:</b> 24-26, 26-27, 84-86, 86-88<br><b>TG U2:</b> 72-74, 76-77, 94-96, 182-184, 186-188<br><b>TG U3:</b> 42-44, 46-48<br><b>TG U4:</b> 26-28, 42-44<br><b>TG U5:</b> 12, 14-16, 16-17, 32, 182, 202<br><b>TG U6:</b> 74, 76-77, 102-104, 106-108                            |
| 1.1.5.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | <b>TG U1:</b> 132-133, 134-136<br><b>TG U2:</b> 214-216, 216-217, 272-274, 277-279<br><b>TG U3:</b> 277-279<br><b>TG U4:</b> 72-74<br><b>TG U5:</b> 132, 134<br><b>TG U6:</b> 262-264, 266-268  |
| 1.1.6.6 Identify who is telling the story at various points in a text.   | <b>TG U1:</b> 124-126<br><b>TG U2:</b> 124-126<br><b>TG U3:</b> 72-74, 76-78<br><b>TG U5:</b> 23<br><b>TG U6:</b> 213   |
| <b>Integration of Knowledge and Ideas</b>  |   |
| 1.1.7.7 Use illustrations and details in a story to describe its characters, setting, or events.   | <b>TG U1:</b> 22-24, 32-34, 34-35, 84-85, 94-96, 96-98<br><b>TG U2:</b> 22-24, 42-43, 46-48, 172-174, 176-178<br><b>TG U3:</b> 22-24, 26-27, 52-54, 56-57, 82-83, 84-86, 86-88<br><b>TG U4:</b> 52-54, 102-104, 106-108<br><b>TG U5:</b> 52-54, 56-58<br><b>TG U6:</b> 72-74, 76-78 |
| 1.1.8.8 (Not applicable to literature)   | Not applicable according to the Minnesota Academic Standards for English Language Arts.   |
| 1.1.9.9 Compare and contrast the adventures and experiences of characters in stories.  | <b>TG U1:</b> 62-64, 64-66, 66-67, 107-109<br><b>TG U2:</b> 107-109, 132-133, 263-265<br><b>TG U3:</b> 122-124<br><b>TG U4:</b> 122-124, 126-128<br><b>TG U6:</b> 122-124, 126-128  |

**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| 2010 Minnesota Academic Standards<br>English Language Arts, Grade 1  | ReadyGEN<br>Grade 1, ©2016   |
|--|--|
| <b>Range of Reading and Level of Text Complexity</b>   |  |
| 1.1.10.10 With prompting and support, read prose and poetry of appropriate complexity for grade <b>1 as well as select texts for personal enjoyment, interest, and academic tasks.</b> | <b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132<br><b>TG U2:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 165, 185<br><b>TG U3:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 115, 125, 135, 165, 175, 215<br><b>TG U4:</b> 15, 25, 35, 45, 55, 65, 85, 105, 115, 125, 135, 165<br><b>TG U5:</b> 15, 25, 35, 65, 75, 85, 95, 105, 115, 125, 135, 195<br><b>TG U6:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 175, 185, 205, 225 |
| <b>Reading Benchmarks: Informational Text K K–5 (Common Core Reading Standards for Informational Text K-5) [RI]</b>  |  |
| <b>Key Ideas and Details</b>   |  |
| 1.2.1.1 Ask and answer questions about key details in a text.  | <b>TG U1:</b> 183-185, 193-194, 196-197, 213-215, 223-224, 226-227, 237-239, 253-255, 263-264, 266-268<br><b>TG U2:</b> 222-223, 236-237, 242-243, 252-253, 272-274<br><b>TG U3:</b> 163, 173, 183, 187, 193, 203, 207, 213-214, 236-238, 243-245, 246-247, 257, 263-264, 267-269<br><b>TG U4:</b> 262-264<br><b>TG U5:</b> 82-84, 86-87, 112-114, 116-117, 162-164, 166-168<br><b>TG U6:</b> 37, 57, 137, 236-237, 242-243, 252-253, 262-263, 272-274               |
| 1.2.2.2 Identify the main topic and retell key details of a text.  | <b>TG U1:</b> 162-163, 182-184, 186-187, 252-254, 256-258<br><b>TG U2:</b> 212-214, 216-217, 262-264, 266-268<br><b>TG U3:</b> 162-164, 166-168, 182-183, 186-188, 226-227, 232-233, 252-254, 256-258<br><b>TG U4:</b> 182-184, 192-193, 197<br><b>TG U5:</b> 102, 107-109, 232-234, 252, 267<br><b>TG U6:</b> 16-17, 47, 132-134, 242-244, 246-248  |

**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| <b>2010 Minnesota Academic Standards<br/>English Language Arts, Grade 1</b>  | <b>ReadyGEN<br/>Grade 1, ©2016</b>  |
|--|---|
| 1.2.3.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.  | <b>TG U1:</b> 212-214, 216-218<br><b>TG U2:</b> 242-244, 246-247, 252-254, 256-258<br><b>TG U3:</b> 232-234, 257-259<br><b>TG U4:</b> 202-204, 252-254, 252-253, 256-258<br><b>TG U5:</b> 92-94, 96-97, 122-124<br><b>TG U6:</b> 12-14, 16-17, 27, 232-234  |
| <b>Craft and Structure</b>   |   |
| 1.2.4.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  | <b>TG U1:</b> 164-166, 166-167, 174, 184, 194, 204, 214, 224, 234, 244, 254, 264<br><b>TG U2:</b> 224, 244, 254, 264, 274<br><b>TG U3:</b> 164, 174, 184, 194, 204, 214, 224, 234-235, 244-245, 254-256, 262-264, 266-268<br><b>TG U4:</b> 162-164, 166-167, 174, 194, 204, 214-215, 234-236, 242-244, 246-248<br><b>TG U5:</b> 94, 114, 164, 184, 187-189, 192-194, 196-197, 224, 234, 244, 254, 256<br><b>TG U6:</b> 84, 94, 104, 114, 124, 134, 234, 244, 252, 254, 256-257, 264, 274, 217 |
| 1.2.5.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | <b>TG U1:</b> 162-164, 172-174, 176-177, 222-224, 226-227, 232-234<br><b>TG U2:</b> 212-213, 222-224, 226-228<br><b>TG U3:</b> 172-174, 176-178<br><b>TG U4:</b> 172-174, 192-194, 196-198<br><b>TG U5:</b> 182-183, 186-187, 202-204, 206-207, 242-244, 246-248<br><b>TG U6:</b> 262   |
| 1.2.6.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.                               | <b>TG U1:</b> 202-204, 206-208<br><b>TG U2:</b> 232-234<br><b>TG U3:</b> 272-274, 276-278<br><b>TG U4:</b> 232-234<br><b>TG U5:</b> 102-104, 106-107, 194<br><b>TG U6:</b> 194  |

**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| 2010 Minnesota Academic Standards<br>English Language Arts, Grade 1  | ReadyGEN<br>Grade 1, ©2016   |
|--|--|
| <b>Integration of Knowledge and Ideas</b>  |  |
| 1.2.7.7 Use the illustrations and details in a text to describe its key ideas.   | <b>TG U1:</b> 202-204, 262-263, 272-274, 276-278<br><b>TG U2:</b> 212-214, 222-224, 232-233, 242, 252, 262, 272<br><b>TG U3:</b> 184, 196-197, 253-255<br><b>TG U4:</b> 212-214, 216-218<br><b>TG U5:</b> 172-174, 176-177, 212-214, 216, 223-225, 232-234, 246-248<br><b>TG U6:</b> 22-24, 26-28                  |
| 1.2.8.8 Identify the reasons an author gives to support points in a text.  | <b>TG U3:</b> 192-194, 242-244<br><b>TG U6:</b> 52-54, 56-58   |
| 1.2.9.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).                                      | <b>TG U1:</b> 242-244, 246-248<br><b>TG U2:</b> 262-264<br><b>TG U3:</b> 202-204, 206-207, 212-214, 216-218<br><b>TG U4:</b> 222-224, 226-227, 272-274, 276-278<br><b>TG U5:</b> 262-264, 266-267, 274-276, 276-278<br><b>TG U6:</b> 122-123, 127  |
| <b>Range of Reading and Level of Text Complexity</b>   |  |
| 1.2.10.10 With prompting and support, read informational texts appropriately complex for grade 1, <b>as well as select texts for personal enjoyment, interest, and academic tasks.</b> | <b>TG U1:</b> 35, 162, 172, 175, 182, 185, 192, 202, 212, 222, 232, 242, 252, 262, 272<br><b>TG U2:</b> 222, 232, 242, 252, 262, 272<br><b>TG U3:</b> 185, 195, 205, 255<br><b>TG U4:</b> 175, 185, 195, 205, 215, 235, 245, 275<br><b>TG U5:</b> 165, 175, 185, 205, 215, 225, 245, 255, 265<br><b>TG U6:</b> 125 |



**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| 2010 Minnesota Academic Standards<br>English Language Arts, Grade 1  | ReadyGEN<br>Grade 1, ©2016  |
|--|---|
| <b>Reading Benchmarks: Foundational Skills K K-5 (Common Core Reading Standards: Foundational Skills (K–5) [RF])</b> |   |
| <b>Print Concepts</b>  |   |
| 1.3.0.1 Demonstrate understanding of the organization and basic features of print.                                   | <b>TG U1:</b> FS4-6, FS7-9, FS12-13, 212-214, 180-182<br><b>TG U2:</b> 118-119, 128-130, 138-140, 145, 271, 278, 280, FS7-8, FS11-12, FS15-17, FS19-20<br><b>TG U3:</b> 12, 122, FS3<br><b>TG U4:</b> 12, 138<br><b>TG U5:</b> 12, 82<br><b>TG U6:</b> 162, 192, 232  |
| a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).       | <b>TG U1:</b> FS7, FS12, FS15, FS19, 31, 41, 52, 112, 121, 132-133, 141-142, 259-261, 261-263<br><b>TG U2:</b> 118-119, 128-130, 138-140, 145-146, 271-273, 278-280, FS7-8, FS11-12, FS15-17, FS19-20<br><b>TG U3:</b> FS7, FS11<br><b>TG U4:</b> 251, 261, 271<br><b>TG U5:</b> 21, 31, 41-43, 269-271<br><b>TG U6:</b> 21, 31, 191, 251 |
| <b>Phonological Awareness</b>  |   |
| 1.3.0.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                                 |   |
| a. Distinguish long from short vowel sounds in spoken single-syllable words.   | <b>TG U1:</b> 71<br><b>TG U2:</b> FS2<br><b>TG U3:</b> FS2<br><b>TG U4:</b> FS2<br><b>TG U5:</b> 51, 271, 281, FS2, FS6, FS10, FS14<br><b>TG U6:</b> FS14   |
| b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.                   | <b>TG U1:</b> 42, 82, 112, 123, 132, 202, 252, FS4-6, FS6-8, FS9-10, FS12, FS17, FS21<br><b>TG U2:</b> FS2, FS12, FS14, FS18, FS20, FS22, FS24<br><b>TG U3:</b> FS24<br><b>TG U4:</b> FS22, FS24<br><b>TG U5:</b> FS12, FS14<br><b>TG U6:</b> FS12  |

**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| <b>2010 Minnesota Academic Standards<br/>English Language Arts, Grade 1</b>  | <b>ReadyGEN<br/>Grade 1, ©2016</b>  |
|--|---|
| c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.             | <b>TG U1:</b> FS2-4, FS6-8, FS8-10, FS10-11, FS14, FS16, FS18, FS20, FS22, FS24<br><b>TG U2:</b> FS2, FS4, FS6, FS8, FS10, FS18, FS20, FS22, FS24<br><b>TG U3:</b> FS2, FS4, FS8, FS12<br><b>TG U4:</b> FS2, FS4, FS6, FS12, FS18<br><b>TG U5:</b> FS2, FS6, FS10, FS12, FS20, FS24<br><b>TG U6:</b> FS10, FS14   |
| d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).                    | <b>TG U1:</b> FS16, FS20, FS24<br><b>TG U2:</b> FS12, FS14, FS20, FS22, FS24<br><b>TG U3:</b> FS4, FS8, FS12, FS16<br><b>TG U4:</b> FS6, FS18, 12, 32, 62, 132<br><b>TG U5:</b> 132<br><b>TG U6:</b> FS2, FS6, FS18   |
| <b>Phonics and Word Recognition</b>  |   |
| 1.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.                                   |   |
| a. Know the spelling-sound correspondences for common consonant digraphs, <b>and initial and final consonant blends.</b> | <b>TG U2:</b> FS2-3, FS12-14, FS22<br><b>TG U3:</b> FS2-3, FS12, FS20-21<br><b>TG U4:</b> FS7, FS9, FS12<br><b>TG U5:</b> FS12, FS16-17<br><b>TG U6:</b> FS24   |
| b. Decode regularly spelled one-syllable words.  | <b>TG U1:</b> FS4-6, FS7-8, FS10-12, FS14-16, FS18-20, FS22-24<br><b>TG U2:</b> FS2-4, FS6-8, FS10-11, FS15-16, FS18-20, FS23-25<br><b>TG U3:</b> FS2-4, FS6-8, FS10-12, FS14-16, FS18, FS22-23, FS24-26<br><b>TG U4:</b> FS2-4, FS6-7, FS12-14, FS15-16, FS18-20, FS24-26<br><b>TG U5:</b> FS2-4, FS6-7, FS10-12, FS15-16, FS19-20, FS24<br><b>TG U6:</b> FS2-4, FS6-8, FS10-12, FS14-16, FS19, FS24 |
| c. Know final -e and common vowel team conventions for representing long vowel sounds.                                   | <b>TG U2:</b> FS6-8, FS10-12, FS14-15, FS18-19, FS22-24<br><b>TG U3:</b> FS6-8, FS11-12, FS14-15, FS18-19, FS22-24<br><b>TG U5:</b> FS2, FS4-6, FS6-7, FS10-11, FS14-16<br><b>TG U6:</b> 131  |

**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| <b>2010 Minnesota Academic Standards<br/>English Language Arts, Grade 1</b>  | <b>ReadyGEN<br/>Grade 1, ©2016</b>  |
|--|---|
| d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | <b>TG U1:</b> FS4<br><b>TG U2:</b> FS4<br><b>TG U3:</b> FS4<br><b>TG U4:</b> FS4<br><b>TG U5:</b> FS4<br><b>TG U6:</b> FS4, FS8, FS20   |
| e. Decode two-syllable words following basic patterns by breaking the words into syllables.                          | <b>TG U1:</b> FS20<br><b>TG U2:</b> FS20<br><b>TG U3:</b> FS20<br><b>TG U4:</b> FS20<br><b>TG U5:</b> FS20<br><b>TG U6:</b> FS4, FS8, FS20  |
| f. Read words with inflectional endings.   | <b>TG U2:</b> FS15-16<br><b>TG U3:</b> FS20-22<br><b>TG U4:</b> FS10-11, FS14-16<br><b>TG U5:</b> FS8<br><b>TG U6:</b> FS12   |
| g. Recognize and read grade-appropriate irregularly spelled words, <b>including high-frequency words.</b>            | <b>TG U1:</b> 125, 205, 225, FS3-5, FS7-8, FS9, FS11-12, FS15-16, FS17, FS19-21, FS23-25<br><b>TG U2:</b> 195, 225, 275, FS3-4, FS5, FS7-9, FS11-13, FS15-17, FS19-21, FS23-25<br><b>TG U3:</b> 25, FS3-4, FS5, FS7-9, FS11-12, FS15-17, FS19-21, FS23-25<br><b>TG U4:</b> FS3-5, FS7-9, FS11-12, FS15-16, FS19-20, FS23-25<br><b>TG U5:</b> 92, 125, 175, FS3-4, FS7-8, FS11-12, FS15-17, FS19-21, FS23-25<br><b>TG U6:</b> 95, 182, 225, FS3-5, FS7-9, FS11-12, FS15-16, FS19-20, FS23-25 |

**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| 2010 Minnesota Academic Standards<br>English Language Arts, Grade 1   | ReadyGEN<br>Grade 1, ©2016   |
|---|--|
| <b>Fluency</b>  |  |
| 1.3.0.4 Read with sufficient accuracy and fluency to support comprehension.   |  |
| a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.   | <p><b>TG U1:</b> FS7, FS11-12, FS15-16, FS19-21, FS23-25</p> <p><b>TG U2:</b> FS3-4, FS7-8, FS11-13, FS15-16, FS19-20, FS23-25</p> <p><b>TG U3:</b> FS3-4, FS7-8, FS11-12, FS15-16, FS19-20, FS23-25</p> <p><b>TG U4:</b> FS3-4, FS7-8, FS11-12, FS15-16, FS19-20, FS23-25</p> <p><b>TG U5:</b> FS3-4, FS7-8, FS11-12, FS15-16, FS18-20, FS23-25</p> <p><b>TG U6:</b> FS3-4, FS7-8, FS11-12, FS15-16, FS19-20, FS23-25</p>   |
| b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.   | <p><b>TG U1:</b> 17, 27, 47, 67, 87, 97, 187, 197, 227, 247, 267, 277</p> <p><b>TG U2:</b> 27, 47, 67, 77, 87, 97, 117, 127, 167, 177, 187, 197, 227, 267, 277</p> <p><b>TG U3:</b> 17, 37, 67, 77, 87, 117, 127, 167, 177, 187, 197, 217, 227, 237, 267</p> <p><b>TG U4:</b> 17, 27, 37, 57, 77, 87, 97, 117, 127, 177, 187, 197, 217, 247, 267</p> <p><b>TG U5:</b> 17, 27, 67, 97, 117, 127, 167, 177, 187, 217, 227, 247, 267</p> <p><b>TG U6:</b> 17, 27, 47, 67, 77, 97, 117, 127, 167, 177, 197, 227, 277</p> |
| c. Use context <b>and other cues (e.g., phonics, word recognition skills, prior knowledge)</b> to confirm or self-correct word recognition and understanding, rereading as necessary. | <p><b>TG U1:</b> 73-74, 125, 135, 177, 205, 225</p> <p><b>TG U2:</b> 186</p> <p><b>TG U3:</b> 13, 23, 25, 35, 53, 75-76, 83-85, 103-105, 134-135, 195, 225, 263-265, 265-267, 275</p> <p><b>TG U4:</b> 25, 34, 35, 44, 63, 65, 73, 83, 105, 113, 115, 123, 125, 133, 135</p> <p><b>TG U5:</b> 13, 25, 35, 65, 83, 105, 123, 125, 133, 135, 175, 195, 215, 235, 245</p> <p><b>TG U6:</b> 34, 55, 95, 135, 165, 203, 205, 213, 225, 233, 243, 265, 273, 275</p>  |

**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| 2010 Minnesota Academic Standards<br>English Language Arts, Grade 1   | ReadyGEN<br>Grade 1, ©2016  |
|---|---|
| <b>Writing Benchmarks K K-5 (Common Core Writing Standards K–5) [W]</b>   |   |
| <b>Text Types and Purposes</b>  |   |
| 1.6.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.   | <b>TG U1:</b> 100<br><b>TG U2:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 142<br><b>TG U3:</b> 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 282<br><b>TG U4:</b> 282<br><b>TG U5:</b> 282<br><b>TG U6:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 130, 140, 142, 170, 180                           |
| 1.6.2.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   | <b>TG U1:</b> 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280<br><b>TG U2:</b> 170, 180, 190, 200, 210, 220, 250, 260, 280, 282<br><b>TG U3:</b> 282<br><b>TG U4:</b> 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 282<br><b>TG U5:</b> 170, 180, 190, 210, 220, 250, 260, 270, 280, 282<br><b>TG U6:</b> 282 |
| 1.6.3.3 Write narratives <b>and other creative texts</b> 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. | <b>TG U1:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130<br><b>TG U2:</b> 130<br><b>TG U3:</b> 20, 30, 40, 50, 70, 80, 90, 100, 110, 142<br><b>TG U4:</b> 20, 30, 40, 50, 70, 80, 90, 130, 142<br><b>TG U5:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 140, 142<br><b>TG U6:</b> 142   |

**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| 2010 Minnesota Academic Standards<br>English Language Arts, Grade 1   | ReadyGEN<br>Grade 1, ©2016   |
|---|--|
| <b>Writing Process: Production and Distribution of Writing</b>  |  |
| 1.6.4.4 (Begins in grade 3)   | Not applicable according to the Minnesota Academic Standards for English Language Arts.  |
| 1.6.5.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from <b>adults and peers</b> , and add details to strengthen writing as needed. | <b>TG U1:</b> 80-82, 99-101, 129-130, 230-231, 259-261, 278-280<br><b>TG U2:</b> 268-270<br><b>TG U3:</b> 58-60, 118-120<br><b>TG U4:</b> 58-60, 68-70, 98-100, 108-109, 110-112, 118-120<br><b>TG U5:</b> 118-120, 128-130, 268-270<br><b>TG U6:</b> 108-110, 118-120, 238-240  |
| 1.6.6.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.                                  | <b>TG U1:</b> 20, 40, 60, 80, 100, 120, 140, 180, 200, 220, 240, 250, 260, 270, 280<br><b>TG U2:</b> 20, 30, 50, 70, 90, 110, 130, 170, 190, 200, 210, 220, 240, 260, 280<br><b>TG U3:</b> 30, 50, 60, 80-81, 100-101, 120-122, 138-140, 170, 190, 210, 230, 250, 270<br><b>TG U4:</b> 20, 30, 60, 90, 100, 110-111, 130-132, 138-140, 190, 220, 240, 260, 280<br><b>TG U5:</b> 30, 50, 70, 80, 90, 100, 120, 140, 180, 200, 220, 230, 240, 270, 280<br><b>TG U6:</b> 40, 50, 70, 100, 110, 130, 140, 170, 190, 200, 220, 230, 250, 260, 270 |
| <b>Research to Build and Present Knowledge</b>  |  |
| 1.6.7.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).             | <b>TG U1:</b> 260-262<br><b>TG U2:</b> 260-262<br><b>TG U3:</b> 260-262<br><b>TG U4:</b> 268-270<br><b>TG U5:</b> 198-200, 230, 240, 180-182<br><b>TG U6:</b> 180-182  |
| 1.6.8.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                                  | <b>TG U1:</b> 249-251, 259-261<br><b>TG U2:</b> 228-230, 228-230, 238-240, 269-270, 282-284<br><b>TG U3:</b> 88-90<br><b>TG U4:</b> 268-270<br><b>TG U5:</b> 200, 282<br><b>TG U6:</b> 198-200   |
| 1.6.9.9 (Begins in grade 4)   | Not applicable according to the Minnesota Academic Standards for English Language Arts.  |

**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| 2010 Minnesota Academic Standards<br>English Language Arts, Grade 1   | ReadyGEN<br>Grade 1, ©2016  |
|---|---|
| <b>Range of Writing</b>   |   |
| 1.6.10.10 (Begins in grade 3)   | Not applicable according to the Minnesota Academic Standards for English Language Arts.   |
| <b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 (Common Core Speaking, and Listening Standards K–5) [SL]</b>                            |   |
| <b>Comprehension and Collaboration</b>  |   |
| 1.8.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |   |
| a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).    | <b>TG U1:</b> 12-13, 42-43, 62-64, 72-74, 112-113, 122, 132, 162, 172, 192, 222, 260, 262, 288<br><b>TG U2:</b> 12, 52, 112, 122, 184, 214, 254<br><b>TG U3:</b> 14, 26, 32, 44, 56, 82, 84, 132, 134<br><b>TG U4:</b> 52, 72, 102, 148<br><b>TG U5:</b> 12, 24, 82, 102, 144, 244, 288<br><b>TG U6:</b> 166, 192, 194, 242 |
| b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.   | <b>TG U1:</b> 22, 52, 82, 92, 94, 102, 112, 182, 202, 212, 232, 242, 252, 262, 272<br><b>TG U2:</b> 32, 102, 174, 212<br><b>TG U3:</b> 52, 92, 94, 122<br><b>TG U4:</b> 42, 44, 214<br><b>TG U5:</b> 72, 112<br><b>TG U6:</b> 148, 222, 224, 272  |
| c. Ask questions to clear up any confusion about the topics and texts under discussion.   | <b>TG U1:</b> 53, 84, 104, 242, 252, 263<br><b>TG U2:</b> 20, 42, 110, 272<br><b>TG U3:</b> 12, 112<br><b>TG U4:</b> 12, 14, 112, 148<br><b>TG U5:</b> 32, 62, 64, 122, 132, 164<br><b>TG U6:</b> 232, 234, 262, 288  |
| <b>d. Listen to others’ ideas and identify others’ points of view.</b>  | <b>TG U1:</b> 20, 30, 50, 60, 220<br><b>TG U2:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 130, 140<br><b>TG U3:</b> 170, 190, 200, 210, 220, 230, 240, 280<br><b>TG U4:</b> 185, 236, 237<br><b>TG U6:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 140, 180, 210, 250, 270, 280  |

**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| 2010 Minnesota Academic Standards<br>English Language Arts, Grade 1   | ReadyGEN<br>Grade 1, ©2016  |
|---|---|
| e. Follow two-step oral directions.   | <p><b>TG U1:</b> 99, 129, 259, 269, 278-280<br/> <b>TG U2:</b> 68-70, 118-120, 128-130, 138-140, 228-230, 238-240, 258-260, 278-280<br/> <b>TG U3:</b> 88-90, 98-100, 108-110, 118-120, 128-130, 138-140, 228-230, 268-270<br/> <b>TG U4:</b> 38-40, 48-50, 78-80, 198-200, 208-210, 218-220, 228-230, 238-240, 248-250, 268-270<br/> <b>TG U5:</b> 138-140, 198-200, 218-220, 268-270<br/> <b>TG U6:</b> 18-20, 128-130, 138-140, 188-190, 208-210, 218-220, 228-230, 248-250</p>                                      |
| 1.8.2.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs). | <p><b>TG U1:</b> 22, 26, 32, 72, 92, 102, 112, 122, 132, 172, 182, 192, 236, 242, 262<br/> <b>TG U2:</b> 22, 32, 42, 72, 92, 102, 112, 122, 162, 192, 222<br/> <b>TG U3:</b> 12, 32, 42, 62, 72, 102, 122, 162, 182, 202, 222, 242, 252, 262, 272<br/> <b>TG U4:</b> 22, 42, 62, 82, 92, 112, 122, 132, 172, 182, 192, 212, 232, 242, 252<br/> <b>TG U5:</b> 12, 32, 42, 52, 72, 92, 112, 162, 172, 192, 212, 232, 252, 262, 272<br/> <b>TG U6:</b> 32, 42, 52, 72, 92, 122, 162, 192, 212, 222, 232, 242, 252, 262</p> |
| 1.8.3.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.                     | <p><b>TG U1:</b> 42-43, 123-125, 182-184, 232-233, 288<br/> <b>TG U2:</b> 148<br/> <b>TG U3:</b> 148<br/> <b>TG U4:</b> 148, 288<br/> <b>TG U5:</b> 32, 64, 288<br/> <b>TG U6:</b> 148, 234</p>   |



**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| 2010 Minnesota Academic Standards<br>English Language Arts, Grade 1   | ReadyGEN<br>Grade 1, ©2016   |
|---|--|
| <b>Presentation of Knowledge and Ideas</b>  |  |
| 1.8.4.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.   | <b>TG U1:</b> 23, 40, 60, 73, 80, 82, 87, 92, 112, 126, 180, 183, 193, 253, 263<br><b>TG U2:</b> 64, 92<br><b>TG U3:</b> 22, 210<br><b>TG U4:</b> 82, 84, 254, 257<br><b>TG U5:</b> 42, 52, 94<br><b>TG U6:</b> 182, 252   |
| 1.8.5.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  | <b>TG U1:</b> 74, 84, 102, 250, 270, 280<br><b>TG U2:</b> 82, 90, 270, 280<br><b>TG U3:</b> 80, 140, 240<br><b>TG U4:</b> 140, 164, 184, 207, 230, 280<br><b>TG U5:</b> 40<br><b>TG U6:</b> 64, 66-67, 77  |
| 1.8.6.6 Produce complete sentences when appropriate to task and situation, <b>and respond to stories, poems, rhymes and songs with expression.</b> (See grade 1 Language standards 1 and 3 on page 38 for specific expectations.) | <b>TG U1:</b> 12, 32, 130-131, 212, 254<br><b>TG U2:</b> 22, 45, 52, 112, 202, 250, 252, 260<br><b>TG U3:</b> 32, 62, 72, 74, 102, 202, 252<br><b>TG U4:</b> 32, 42, 92, 94, 132, 202, 211, 221, 262<br><b>TG U5:</b> 22, 24, 32, 92, 111, 141, 182, 202, 232, 252, 261, 264<br><b>TG U6:</b> 22, 102, 141, 172, 174, 231, 254 |

**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| 2010 Minnesota Academic Standards<br>English Language Arts, Grade 1   | ReadyGEN<br>Grade 1, ©2016  |
|---|---|
| <b>Media Literacy</b>   |   |
| <b>1.8.7.7 Distinguish among and understand purposes of different types of print, digital, and multimodal media.</b>  |   |
| <b>a. Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard or viewed.</b>   | <b>TG U1:</b> 42, 84, 164, 165, 167, 182, 192, 193, 194, 195, 197, 232, 242, 264, 267<br><b>TG U2:</b> 22, 202, 232, 234, 272<br><b>TG U3:</b> 12, 42, 92, 93, 95, 96, 97, 102, 112, 216<br><b>TG U4:</b> 12, 22, 62, 92, 94, 96, 97, 112, 177, 243, 245, 247, 262, 263, 264<br><b>TG U5:</b> 32, 62, 64, 86, 87, 112, 113, 116, 117, 132, 163, 164, 165, 166, 167<br><b>TG U6:</b> 162, 192, 196, 197, 202, 252, 253, 255, 256, 257, 262 |
| <b>b. Summarize ideas from media in own words.</b>  | <b>TG U1:</b> 179<br><b>TG U2:</b> 108<br><b>TG U3:</b> 225<br><b>TG U4:</b> 113, 197, 285<br><b>TG U5:</b> 183<br><b>TG U6:</b> 193  |
| <b>1.8.8.8 With prompting and support, create and share an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression.)</b> | <b>TG U1:</b> 38-40<br><b>TG U2:</b> 282-289<br><b>TG U3:</b> 142-149<br><b>TG U4:</b> 198-200, 208-210<br><b>TG U5:</b> 142-149, 282-289<br><b>TG U6:</b> 142-148  |
| <b>Language Benchmarks K K-5 (Common Core Language Standards K–5) [L]</b>   |   |
| <b>Conventions of Standard English</b>  |   |
| <b>1.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  |   |
| <b>a. Print all upper- and lowercase letters.</b>   | <b>TG U1:</b> 20-22, 30-31, 40-42<br><b>TG U2:</b> 40-42  |
| <b>b. Use common, proper, and possessive nouns.</b>   | <b>TG U1:</b> 170-172, 180-181, 190-191, 210-211, 220-221, 230-231, 260-261, 270-272<br><b>TG U2:</b> 40-41, 250-252<br><b>TG U3:</b> 50-51, 180-181, 270-272<br><b>TG U4:</b> 78-80, 80-82<br><b>TG U5:</b> 60-61, 70-71, 80-81, 190-191, 210-212<br><b>TG U6:</b> 50-51, 80-81, 120-122   |

**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| <b>2010 Minnesota Academic Standards<br/>English Language Arts, Grade 1</b>  | <b>ReadyGEN<br/>Grade 1, ©2016</b>   |
|--|--|
| c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).   | <b>TG U1:</b> 170-172, 210-211, 220-221, 230-231, 270-272<br><b>TG U2:</b> 240-242<br><b>TG U3:</b> 230-232<br><b>TG U4:</b> 50-51, 170-171, 180-181, 190-191, 200-201, 230-231, 240-242<br><b>TG U5:</b> 250-251, 260-262   |
| d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).                             | <b>TG U1:</b> 173-175<br><b>TG U2:</b> 90-91, 100-101, 120-121, 130-131, 180-181, 190-191, 200-202<br><b>TG U3:</b> 20-21, 30-31, 100-101, 170-171, 210-212<br><b>TG U4:</b> 120-121, 130-131, 140-142<br><b>TG U6:</b> 270-272  |
| e. 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). | <b>TG U1:</b> 200-201, 170-172, 220-221, 230-231, 270-272<br><b>TG U2:</b> 30-31, 80-81, 170-172<br><b>TG U3:</b> 120-121, 280-282<br><b>TG U4:</b> 20-21, 40-41, 70-71, 90-91, 100-101, 110-111, 210-211, 221-223<br><b>TG U5:</b> 250-251, 260-262<br><b>TG U6:</b> 193, 263 |
| f. Use frequently occurring adjectives.  | <b>TG U1:</b> 128-130<br><b>TG U2:</b> 54-56, 56-57, 60-61, 92-94, 96-97, 210-212<br><b>TG U3:</b> 40-41, 200-202<br><b>TG U4:</b> 30-32<br><b>TG U5:</b> 140-142  |
| g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).  | <b>TG U1:</b> 210-211<br><b>TG U2:</b> 140-142<br><b>TG U3:</b> 60-61, 130-132<br><b>TG U6:</b> 210-211, 220-222   |
| h. Use determiners (e.g., articles, demonstratives).   | <b>TG U2:</b> 280-281<br><b>TG U3:</b> 140-142<br><b>TG U6:</b> 60-61, 100-101, 140-141, 170-171, 180-182  |
| i. Use frequently occurring prepositions (e.g., during, beyond, toward).   | <b>TG U2:</b> 220-221, 230-232<br><b>TG U3:</b> 240-242<br><b>TG U4:</b> 281<br><b>TG U6:</b> 230-232  |

**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| <b>2010 Minnesota Academic Standards<br/>English Language Arts, Grade 1</b>  | <b>ReadyGEN<br/>Grade 1, ©2016</b>  |
|--|---|
| j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | <b>TG U1:</b> 80-82, 130-131, 251-253, 261-263<br><b>TG U2:</b> 261-263<br><b>TG U3:</b> 70-71, 80-82<br><b>TG U4:</b> 60-61, 250-252<br><b>TG U5:</b> 20-21, 30-31, 40-41, 50-51, 90-92<br><b>TG U6:</b> 90-91, 110-111, 190-191, 240-242  |
| 1.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  |   |
| a. Capitalize dates and names of people.   | <b>TG U1:</b> 121-123, 141-143<br><b>TG U2:</b> 260-261, 270-272<br><b>TG U3:</b> 80-82<br><b>TG U4:</b> 80-82<br><b>TG U5:</b> 120-121, 210-212<br><b>TG U6:</b> 70-71, 260-262  |
| b. Use end punctuation for sentences.  | <b>TG U1:</b> 90-92, 100-101, 110-111, 140-141, 240-241, 250-252<br><b>TG U2:</b> 270-272<br><b>TG U3:</b> 250-252<br><b>TG U4:</b> 260-261, 270-272<br><b>TG U5:</b> 20-21, 30-31, 40-41, 50-51, 200-201, 269-271, 281<br><b>TG U6:</b> 250-252  |
| c. Use commas in dates and to separate single words in a series.   | <b>TG U2:</b> 20-21, 70-72<br><b>TG U3:</b> 110-112<br><b>TG U5:</b> 120-122<br><b>TG U6:</b> 40-41, 200-202  |
| d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.                           | <b>TG U1:</b> 51-53, 61-63, 71-72, 92, 122, 144-145, 192-193, 222-224, FS7, FS9, FS11, FS15-17, FS17-18, FS21-22<br><b>TG U2:</b> FS21-22<br><b>TG U3:</b> 260-262<br><b>TG U4:</b> FS2, FS3, FS4, FS5, FS6, FS7, FS9, FS10, FS11, FS14, FS15, FS16, FS17, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25<br><b>TG U5:</b> 100-101, 130-131, 170-171, 180-181, 220-221, FS2, FS6, FS10-12, 230-232<br><b>TG U6:</b> 130-132, FS2, FS6, FS10, FS14 |

**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| <b>2010 Minnesota Academic Standards<br/>English Language Arts, Grade 1</b>  | <b>ReadyGEN<br/>Grade 1, ©2016</b>  |
|--|---|
| e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  | <b>TG U1:</b> 51-53, 61-63, 70-71, 144<br><b>TG U2:</b> FS2, FS4, FS6, FS8, FS10, FS18, FS20<br><b>TG U3:</b> FS2, FS6, FS10, FS14, FS18, FS22<br><b>TG U4:</b> FS2, FS6, FS8, FS10, FS14, FS16, FS18, FS22<br><b>TG U5:</b> FS8, FS12, FS14, FS16, FS18, FS22, FS24<br><b>TG U6:</b> FS22, FS24                  |
| <b>Knowledge of Language</b>   |   |
| 1.10.3.3 (Begins in grade 2)   | Not applicable according to the Minnesota Academic Standards for English Language Arts.   |
| <b>Vocabulary Acquisition and Use</b>  |   |
| 1.10.4.4 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. |   |
| a. Use sentence-level context as a clue to the meaning of a word or phrase.  | <b>TG U1:</b> 73-74, 77-79<br><b>TG U2:</b> 82-84, 86-88<br><b>TG U3:</b> 13, 23, 25, 35, 75-76, 103-105, 123-125, 134-135, 263, 265<br><b>TG U4:</b> 34, 44, 63, 65, 83-84, 105-107, 166-168<br><b>TG U5:</b> 25, 35, 105, 133-135, 195-196, 235, 275<br><b>TG U6:</b> 34, 55, 165, 203, 213, 233, 243, 265, 273 |
| b. Use frequently occurring affixes as a clue to the meaning of a word.  | <b>TG U3:</b> 201<br><b>TG U5:</b> 110-111<br><b>TG U6:</b> 280-282, FS16, FS22, FS24   |
| c. Identify frequently occurring <b>base words</b> and root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).                                      | <b>TG U3:</b> 90-91, 190-192, FS21  |
| 1.10.5.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings <b>to develop word consciousness.</b>               |   |
| a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.   | <b>TG U1:</b> 56-57<br><b>TG U3:</b> 102-104, 104-106, 106-107, 222-224, 226-228  |
| b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).  | <b>TG U3:</b> 103-104, 106-108  |

**A Correlation of ReadyGEN, Grade 1, ©2016 to the  
2010 Minnesota Academic Standards in English Language Arts, Grade 1**

| <b>2010 Minnesota Academic Standards<br/>English Language Arts, Grade 1</b>  | <b>ReadyGEN<br/>Grade 1, ©2016</b>  |
|--|---|
| c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).   | <b>TG U1:</b> 42-44<br><b>TG U2:</b> 42-44<br><b>TG U3:</b> 132-134<br><b>TG U4:</b> 32-34<br><b>TG U5:</b> 74, 76, 77, 252–257<br><b>TG U6:</b> 42-44, 46-47, 182-184, 186-188   |
| d. 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. | <b>TG U1:</b> 77-79, 93-94<br><b>TG U2:</b> 52-53, 54-56, 56-58<br><b>TG U3:</b> 44-46, 46-48   |
| 1.10.6.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).                       | <b>TG U1:</b> 34, 44, 64, 94, 84, 104, 134, 174, 184, 204, 224, 234, 244, 264<br><b>TG U2:</b> 14, 34, 54, 74, 84, 94, 104, 114, 134, 164, 174, 194, 224, 234, 264<br><b>TG U3:</b> 24, 44, 64, 74, 84, 104, 124, 164, 194, 204, 224, 244, 264<br><b>TG U4:</b> 14, 44, 64, 74, 94, 104, 114, 124, 164, 174, 194, 204, 234, 244, 264<br><b>TG U5:</b> 14, 34, 54, 72, 74-76, 76-77, 84, 114, 134, 184, 214, 234, 254, 274<br><b>TG U6:</b> 32-34, 64, 114, 194, 214, 224, 227, 272-274, 276-278 |