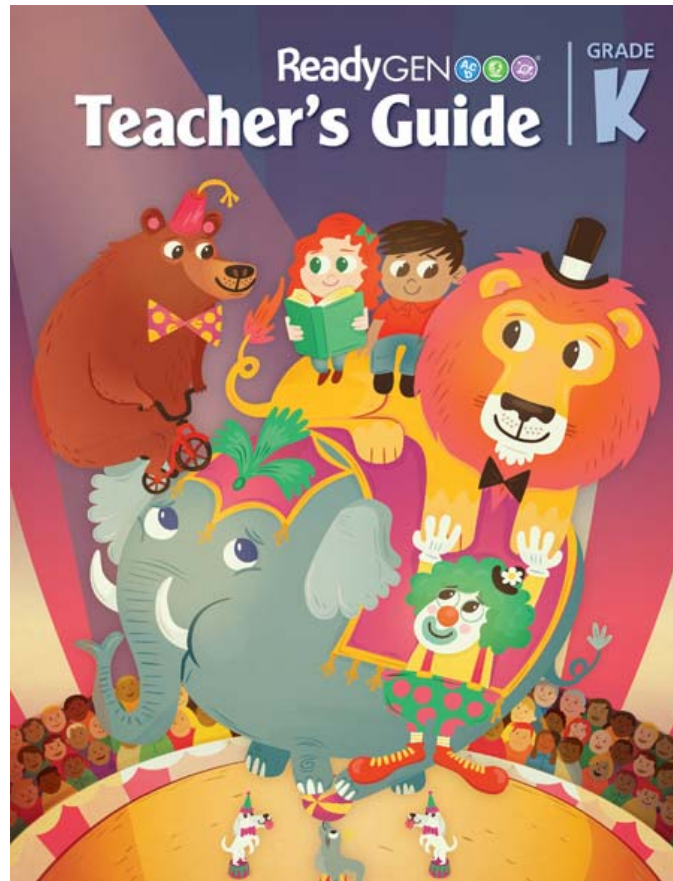


A Correlation of
ReadyGEN
Kindergarten
©2016



To the
**Minnesota Academic Standards
in English Language Arts
Kindergarten**

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

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

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2010 Minnesota Academic Standards English Language Arts, Kindergarten	ReadyGEN Kindergarten, ©2016
Reading Benchmarks: Literature K-5 (Common Core Reading Standards for Literature K–5) [RL]	
Kindergartners:	
Key Ideas and Details	
0.1.1.1 With prompting and support, ask and answer questions about key details in a text.	<p>TG U1: 26-27, 32-34, 34-36, 36-37, 62-63, 64-65, 67-69, 87-89, 106-107, 137-139, 186-188</p> <p>TG U2: 42-44, 52-53, 72-74, 74-76, 76-77, 112-114</p> <p>TG U3: 37-39, 86-87, 106-107, 137-139</p> <p>TG U4: 37-39, 86-87, 92-94, 132-134, 134-135, 137-139, 236-238</p> <p>TG U5: 37, 62, 64-66, 66-67, 86-87, 137-139, 186-188</p> <p>TG U6: 132, 134, 136-137, 272, 274, 276-278</p>
0.1.2.2 With prompting and support, retell familiar stories, including key details.	<p>TG U1: 72-74, 74-76, 76-77, 132-134, 134-136</p> <p>TG U2: 16-17, 64-66, 66-67, 122-123, 124-126, 126-128</p> <p>TG U3: 52-54, 54-56</p> <p>TG U4: 32, 34, 112</p> <p>TG U5: 132, 134, 137</p> <p>TG U6: 42, 62</p>
0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.	<p>TG U1: 22-24, 24-26, 26-27, 92-94, 94-96, 96-97, 102-103, 104-106, 106-108</p> <p>TG U2: 12-13, 32-33, 34-36, 102-104, 106-107, 132-134, 134-136</p> <p>TG U3: 12-14, 14-16, 16-17, 82-83, 92-94, 94-96, 96-97, 112-113, 114-116, 116-118</p> <p>TG U4: 62-64, 64-66, 66-67, 82, 84, 102, 104, 106, 112-113, 114-116, 116-118</p> <p>TG U5: 32-34, 67, 72-74, 102-104, 106-108</p> <p>TG U6: 12, 14, 16-17, 22, 24, 26, 32-33, 232, 234, 252, 254, 256</p>

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2010 Minnesota Academic Standards English Language Arts, Kindergarten	ReadyGEN Kindergarten, ©2016
Craft and Structure	
0.1.4.4. Ask and answer questions about unknown words in a text.	TG U1: 14, 24-26, 34-35, 44-45, 52-54, 54-56, 56-57, 64, 74, 84, 104-106, 114-115, 124-125, 134-136 TG U2: 44-46, 84-86 TG U3: 22, 24, 32, 62, 72, 74, 132, 134 TG U4: 22, 24, 52-54, 54-56, 56-57, 72-74, 74-76, 76-77, 94-96, 96-98 TG U5: 42, 44, 52, 54-56, 56-57, 72, 74, 112, 114-116, 116-118 TG U6: 42, 44, 46-47, 52, 54, 62, 64
0.1.5.5 Recognize common types of texts (e.g., storybooks, poems).	TG U1: 82, 84 TG U2: 22 TG U3: 32, 182, 232 TG U4: 92, 242 TG U5: 12, 14-16, 16-17, 82, 84, 87, 92, 122, 242 TG U6: 72, 192
0.1.6.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	TG U1: 14-16, 16-18 TG U2: 54-56, 62 TG U3: 62 TG U4: 12-14 TG U5: 92-94, 96-98 TG U6: 232
Integration of Knowledge and Ideas	
0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	TG U1: 12-13, 16-17, 42-44, 44-46, 46-47, 96-97, 112 TG U2: 22-23, 62-63, 72-74, 92-94, 96-97, 114-116, 116-118 TG U3: 102-104, 106-108 TG U4: 107-109, 42-44 TG U5: 22-24 TG U6: 72, 74, 76-78
0.1.8.8 (Not applicable to literature)	Not applicable according to the Minnesota Academic Standards – English Language Arts.
0.1.9.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	TG U1: 122-123, 124-126, 126-128 TG U3: 122-124 TG U4: 12-14, 32-34, 122-124, 126-128, TG U5: 122-124 TG U6: 122-124, 126, 127

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2010 Minnesota Academic Standards English Language Arts, Kindergarten	ReadyGEN Kindergarten, ©2016
Range of Reading and Level of Text Complexity	
0.1.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.	TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132 TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132 TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132 TG U4: 12, 22, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132 TG U5: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132 TG U6: 12, 22, 32, 42, 52, 62, 72, 122, 132, 232, 242, 252, 262, 272
Reading Benchmarks: Informational Text K–5 (Common Core Reading Standards for Informational Text K-5) [RI]	
Key Ideas and Details	
0.2.1.1 With prompting and support, ask and answer questions about key details in a text.	TG U1: 162-164, 166-167, 182-184, 212-214, 216-217, 242-244, 244-246, 246-247, 252, 262-263, 266-267 TG U2: 202-204, 204-206, 206-207, 232-234, 234-235, 237-238, 264-266, 266-268 TG U3: 182-184, 186-187, 192-194, 194-196, 196-197, 242-243, 244-246, 246-248 TG U4: 192-194, 196-197, 242-244, 244-246 TG U5: 212-214, 214-216, 236-238 TG U6: 92, 94, 96-97, 132, 134, 162, 192, 194, 196-197, 272, 274, 276-278
0.2.2.2 With prompting and support, identify the main topic and retell key details of a text.	TG U1: 172-174, 174-176, 176-177, 222-224, 224-226, 226-227, 247-248, 264-266, 266-268 TG U2: 162-164, 166-167, 232, 263-264 TG U3: 162-164, 164-166, 166-167, 232-233, 234-236 TG U4: 162-164, 222-223, 224-226, 226-228 TG U5: 162-164, 164-166, 232-234, 267 TG U6: 82, 84, 162, 164-166

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2010 Minnesota Academic Standards English Language Arts, Kindergarten	ReadyGEN Kindergarten, ©2016
0.2.3.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	TG U1: 202, 204, 206-208, 232-233, 234-235, 237-239 TG U2: 182-184, 187-189, 252-254 TG U3: 272-273, 274-276, 276-278 TG U4: 182-184, 187-189, 252-254, 256-258 TG U5: 172, 174-176, 176-178 TG U6: 102, 104, 106-107, 172, 174, 176-177, 222, 224, 226-228
Craft and Structure	
0.2.4.4 With prompting and support, ask and answer questions about unknown words in a text.	TG U1: 164, 174, 184, 194, 204, 214-216, 224-225, 234-235, 244-246, 254-256, 256-257, 264-265, 274-276 TG U2: 192-194, 196-197, 244-246 TG U3: 202, 204-205, 222-224, 224-226, 226-227, 252-253, 254-256 TG U4: 172-174, 176-177, 262-264, 266-268 TG U5: 182, 184, 202-204, 206-207, 252, 254, 272, 274 TG U6: 112, 114, 212, 214, 216-218, FS21
0.2.5.5 Identify the front cover, back cover, and title page of a book.	TG U1: 162-164, 166-167, 172, 192-194, 202-203, 262-263, 269-271 TG U2: 172-174, 224-226 TG U3: 222-224 TG U4: 232-234 TG U5: 222-224, 226-228
0.2.6.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	TG U1: 166-167 TG U2: 174-176, 274-276, 276-278 TG U3: 162, 182, 222 TG U4: 162 TG U5: 162 TG U6: 82, 197, 277

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2010 Minnesota Academic Standards English Language Arts, Kindergarten	ReadyGEN Kindergarten, ©2016
Integration of Knowledge and Ideas	
0.2.7.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	TG U1: 17-19, 192-193, 272-273, 274-276, 276-278 TG U2: 222-223, 272-274, 277-279 TG U3: 172-174, 176-178 TG U4: 212-214 TG U5: 192-194, 242-244 TG U6: 202, 204-206
0.2.8.8 With prompting and support, identify the reasons an author gives to support points in a text.	TG U1: 212-213, 214-216, 216-218 TG U2: 212-214 TG U3: 233, 253 TG U4: 202-204, 206-207, 272-274, 276-278 TG U5: 267 TG U6: 267
0.2.9.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TG U1: 207-208, 262-264 TG U2: 262-264 TG U3: 262-264 TG U5: 262-264 TG U6: 122, 124, 126-127, 262, 264, 266-268
Range of Reading and Level of Text Complexity	
0.2.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.	TG U1: 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U2: 162, 172, 182, 202, 212, 222, 232, 242 TG U3: 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U4: 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U5: 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U6: 82, 92, 102, 112, 122, 132, 162, 172, 182, 192, 202, 212, 222, 262, 272

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Reading Benchmarks: Foundational Skills K-5 (Common Core Reading Standards: Foundational Skills (K–5) [RF])	
Print Concepts	
0.3.0.1 Demonstrate understanding of the organization and basic features of print.	
a. Follow words from left to right, top to bottom, and page by page.	TG U1: FS5-6, FS11-13, FS13-15, FS17-18, FS22-23, FS25-26 TG U2: FS3-5, FS5-7, FS11, FS13, FS15, FS19, FS25, 52, 62-63, 112-114, 222-224 TG U3: 112, FS6-7, FS11, FS13, FS15, F19, FS25 TG U4: FS3, FS7, FS11, FS15, FS19, FS25, 32, 62, 162, 222 TG U5: FS3, FS11, FS15, FS19, FS23, 162, 202 TG U6: FS3, FS67, FS11, FS15, FS19, FS23, 112, 162, 232
b. Recognize that spoken words are represented in written language by specific sequences of letters.	TG U1: FS2-4, FS8-9, FS16 TG U2: FS19, FS23, FS25 TG U3: 31, 81, 131, 181, 231, 281, FS19, FS23 TG U4: FS23 TG U5: 81, 141, 181, 231, 281 TG U6: 31, 81, 131, 181, 231
c. Understand that words are separated by spaces in print.	TG U1: FS5, FS7, FS15, FS21, FS23 TG U2: FS5, FS9, FS17, 102, 122, 172, 202, 262 TG U3: FS5, FS9, 72, 122, 172, 212 TG U4: FS5, FS9, 42, 72, 122, 172 TG U5: 212 TG U6: 92, 122
d. Recognize and name all upper- and lowercase letters of the alphabet.	TG U1: FS2-4, FS16-18 TG U2: FS2, FS6, FS10, FS14, FS18 TG U3: FS2, FS4, FS6, FS10, FS12, FS14 TG U4: FS2, FS6, FS10, FS12, FS14, FS18 TG U5: FS18 TG U6: FS18

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2010 Minnesota Academic Standards English Language Arts, Kindergarten	ReadyGEN Kindergarten, ©2016
Phonological Awareness	
0.3.0.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Recognize and produce rhyming words.	TG U1: FS2, FS4 TG U2: 182 TG U3: 32 TG U4: 202, 242 TG U5: 42, 92, 127, 242 TG U6: 72, 92, 182, 192, 233, 252
b. Count, pronounce, blend, and segment syllables in spoken words.	TG U1: FS6, FS8 TG U2: FS8 TG U3: FS8 TG U4: FS8 TG U5: 223 TG U6: 223
c. Blend and segment onsets and rimes of single-syllable spoken words.	TG U1: FS21 TG U3: 82, 182, 232, FS8, FS16, FS20 TG U4: FS8 TG U5: FS2, FS4, FS18, FS22, FS24 TG U6: FS24
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	TG U1: FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24 TG U2: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24 TG U3: FS2, FS4, FS6, FS10, FS12, FS16, FS18, FS20, FS22, FS24 TG U4: FS14, FS6, FS18, FS20, FS22, FS24 TG U5: FS10, FS14 TG U6: FS14
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	TG U1: FS8 TG U2: FS8 TG U3: FS8 TG U4: FS8 TG U5: FS16, FS20 TG U6: FS8, FS12, FS16, FS22, FS24

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Phonics and Word Recognition	
0.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	TG U1: FS18-20, FS20-22 TG U2: FS3-5, FS7-9, FS15-17, FS21, FS25 TG U3: FS3-4, FS5-7, FS7-9, FS11-12, FS13-15, FS15-17, FS20-21, FS23-24, FS25 TG U4: FS3-5, FS7-9, FS11, FS13, FS15-17, FS17-19, FS19-20, FS23-24 TG U5: FS2-4, FS11, FS13-15, FS15-17, FS19-20, FS22-24
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	TG U1: FS3-5 TG U2: FS2-4, FS7-9, FS11-13, FS18-20 TG U3: 212, 232, 235, 242, 252, 262, 272, FS18, FS19, FS21, FS22, FS23, FS24, FS25 TG U4: 212, 222, 232, 242, 252, 262, 272, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25 TG U5: 112, 122, 132, 162, 172, 182, 192, 202, FS10, FS22, FS12, FS13, FS14, FS15, FS16, FS17 TG U6: FS3-5, FS67-9, FS11-12, FS14-16, FS18-19, FS21, FS25
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	TG U1: FS3, FS5, FS7, FS11, FS15, FS19, FS21, FS23, FS25 TG U2: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U3: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U4: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U5: FS3, FS05, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U6: FS3, FS5, FS67, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	TG U1: 12, 32, FS2-3 TG U2: 32 TG U3: 32 TG U4: 32 TG U5: FS22, FS12 TG U6: FS12

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Fluency	
0.3.0.4 Read emergent-reader texts with purpose and understanding.	TG U1: 17, 27, 67, 97, 127, 177, 217, 247, 277, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U2: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U3: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U4: FS3, FS5, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U5: FS3, FS5, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U6: FS3, FS5, FS67, FS9, FS11, FS13, FS15, FS17, FS19, FS23
Writing Benchmarks K-5 (Common Core Writing Standards K–5) [W]	
Text Types and Purposes	
0.6.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...)	TG U1: 140 TG U2: 170, 190, 180, 210, 220, 250, 200, 230, 240, 260, 270 TG U3: 270 TG U4: 270 TG U5: 20, 30, 40, 50, 60, 70, 80, 100, 110, 120, 130, 140 TG U6: 20, 30, 40, 50, 60, 70, 80, 120, 130, 140, 210, 220, 230, 282
0.6.2.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	TG U1: 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 284 TG U2: 284 TG U3: 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 282 TG U4: 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 282 TG U5: 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 282 TG U6: 282
0.6.3.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 144 TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140 TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 120, 130, 140, 142 TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 142 TG U5: 142 TG U6: 142

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Writing Process: Production and Distribution of Writing	
0.6.4.4 (Begins in grade 3)	Not applicable according to the Minnesota Academic Standards for English Language Arts.
0.6.5.5 With guidance and support from adults, respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.	TG U1: 69, 70, 90, 99, 100, 109, 110, 249 TG U2: 88-90, 118-120, 198-200 TG U3: 78-80, 108-110 TG U4: 118-120, 68-70, 108-110, 258-260 TG U5: 48-50, 198-200 TG U6: 58-60, 108-110, 248-250
0.6.6.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	TG U1: 20, 50, 70, 80, 110, 140, 144, 170, 180, 210, 230, 240, 270, 284 TG U2: 30, 60, 90, 100, 120, 130, 170, 140, 144, 180, 190, 200, 220, 260, 282 TG U3: 20, 40, 70, 110, 130, 140, 142, 144, 170, 210, 230, 250, 270, 282, 284 TG U4: 50, 80, 100, 120, 142, 144, 180, 200, 220, 230, 240, 250, 260, 282, 284 TG U5: 40, 50, 60, 70, 90, 100, 130, 140, 142, 144, 180, 200, 220, 250, 280 TG U6: 20, 50, 70, 90, 100, 140, 142, 144, 190, 220, 240, 260, 270, 282, 284
Research to Build and Present Knowledge	
0.6.7.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	TG U1: 19, 29, 69, 99, 129, 119, 143, 199, 209, 219, 239, 249-251, 259-260, 269-270, 279-281 TG U2: 18-20, 38-40, 128-130, 138-140, 278-280 TG U3: 28-30, 98-100, 178-180, 198-200, 258-260 TG U4: 38-40, 98-100, 188-190, 238-240, 248-250 TG U5: 88-90, 98-100, 128-130, 228-230, 238-240 TG U6: 28-30, 48-50, 128-130, 268-270, 278-280
0.6.8.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TG U1: 278-279 TG U2: 68-70, 142-143, 282-284 TG U3: 198-200 TG U4: 238-240 TG U5: 88-90, 228-230, 238-240, 282 TG U6: 39, 179, 199, 269, 279, 284
0.6.9.9 (Begins in grade 4)	Not applicable according to the Minnesota Academic Standards for English Language Arts.

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2010 Minnesota Academic Standards English Language Arts, Kindergarten	ReadyGEN Kindergarten, ©2016
Range of Writing	
0.6.10.10 (Begins in grade 3)	Not applicable according to the Minnesota Academic Standards for English Language Arts.
Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 (Common Core Speaking, and Listening Standards K–5) [SL]	
Comprehension and Collaboration	
0.8.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	TG U1: 13, 23, 43, 113, 148, 233, 288 TG U2: 13, 23, 43, 113, 148, 163, 173, 288 TG U3: 13, 103, 113, 173-175 TG U4: 13-15, 23-24, 43, 113, 163, 223 TG U5: 113, 204, 224 TG U6: 94, 113
b. Continue a conversation through multiple exchanges.	TG U1: 33, 63, 83, 103, 123, 163, 203, 213, 243, 273 TG U2: 33, 53, 83, 103, 123, 183, 203, 239, 257, 263, 273 TG U3: 33, 63, 123, 183, 263 TG U4: 33, 63, 74, 83, 103, 123, 133, 174, 193, 253, 263, 273 TG U5: 83, 103, 123, 163, 194, 213, 253 TG U6: 13, 23, 33, 53, 73, 83, 103, 123, 163-164, 193, 203, 213, 223, 274
c. Listen to others and name emotions by observing facial expression and other nonverbal cues.	For related content, please see: TG U4: 93, 173 TG U6: 234, 276
d. Follow basic oral directions.	TG U2: 171, 191, 221, 281 TG U3: 171, 221, 271 TG U4: 171, 221, 271 TG U5: 131
0.8.2.2 Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.	TG U1: 218, 223 TG U2: 148, 193, 203, 207, 288 TG U3: 124, 183, 196, 203, 213, 223, 246, 253 TG U4: 54, 63-65, 173-175, 193-194, 197, 288 TG U5: 44, 53, 63, 73 TG U6: 94, 148, 288

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0.8.3.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	TG U1: 33, 63, 67, 192, 218, 246, 223 TG U2: 193, 203, 207 TG U3: 183, 196, 203, 213-214, 223-224, 246-248, 253-255 TG U4: 63-65, 173-175, 193-194, 197-199 TG U5: 43-44, 53, 63, 73, 223 TG U6: 94, 148, 288
Presentation of Knowledge and Ideas	
0.8.4.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	TG U1: 30, 63, 69, 80, 100, 122, 148, 163, 180, 230, 270 TG U2: 20, 90, 120, 142, 213, 239, 256 TG U3: 43, 46-47, 48-50, 63-65, 96-97, 116, 173, 176 TG U4: 80, 104, 106, 216, 224, 252, 254 TG U5: 96, 104, 106, 254 TG U6: 14, 24, 34, 244
0.8.5.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	TG U1: 30, 100 TG U2: 20, 30, 110, 120, 148, 270 TG U3: 190, 200, 270, 288 TG U4: 100, 110-112, 120-122, 129-130, 180, 270 TG U5: 80, 120, 130, 208, 210, 270, 282, 286 TG U6: 20, 110, 260, 282
0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.	TG U1: 26, 40, 32, 52, 65, 102, 115, 148, 190, 192, 210, 220, 230, 232, 288 TG U2: 22, 25, 40, 65, 82, 148, 166, 182, 195, 212 TG U3: 25, 32, 115, 135, 166, 182, 195, 232, 288 TG U4: 22, 25, 52, 82, 92, 115, 148, 166, 195, 202, 224, 242, 255 TG U5: 42, 45, 82, 92, 115, 122, 175, 182, 190, 210, 220, 230, 242, 255 TG U6: 65, 72, 82, 92, 95, 182, 185, 192, 252, 255, 262

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Media Literacy	
0.8.7.7 Distinguish among different types of print, digital, and multimodal media.	
a. Recognize common signs and logos.	For related content, please see: TG U4: 103 TG U6: 203
b. Identify commercials or advertisements.	This standard is outside the scope of this program at this grade level. This standard is met in <i>ReadyGEN</i> Grade 1 Unit 2 and Grade 2 Unit 5.
0.8.8.8 With prompting and support, create 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.)	For related content, please see: TG U2: 144 TG U3: 30, 148, 288 TG U4: 148, 288 TG U6: 284, 288
Language Benchmarks K K-5 (Common Core Language Standards K–5) [L]	
Conventions of Standard English	
0.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Print many upper- and lowercase letters.	TG U1: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, FS3, FS8, FS17, FS14, FS10, TG U2: FS3 TG U3: 31, 81, 131, 181, 231, 281 TG U4: 31, 81, 131, 181, 231, 281 TG U5: 31, 81, 141, 181, 231, 281 TG U6: 31, 81, 131, 181, 231
b. Use frequently occurring nouns and verbs.	TG U1: 171, 181, 191, 201, 231 TG U2: 20-22, 30-31, 60-62 TG U3: 90-91, 100-101, 110-112 TG U4: 40-41, 50-51, 60-61, 90-91, 100-101, 110-112 TG U5: 240-241, 250-251, 260-262 TG U6: 210-212
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	TG U1: 221, 211, 181, 191, 201, 231-233 TG U2: 231-233 TG U3: 231-233 TG U4: 231-233 TG U5: 190-191, 200-201, 210-212 TG U6: 190-191, 200-202

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d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	TG U1: 241-242, 251-253 TG U2: 100-102 TG U3: 168 TG U4: 189, 284-286 TG U5: 40-41, 50-52 TG U6: 50-52
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	TG U1: 270-271 TG U2: 230-232, 240-241, 250-251, 260-261, 270-272 TG U3: 190-191, 200-201, 210-212 TG U5: 113 TG U6: 270-271, 280-282
f. Produce and expand complete sentences in shared language activities.	TG U1: 131-132, 197-199, 260-262 TG U2: 50-51, 70-71, 110-111, 120-121, 170-171, 180-181, 200-201, 210-212 TG U3: 140-142, 146-148, 180-181, 240-241, 250-251, 260-262 TG U4: 142-144, 190-191, 200-201, 210-211, 230-231, 280-282 TG U5: 90-91, 100-101, 110-111, 120-122 TG U6: 40-41, 90-91, 100-101, 240-241, 250-251, 260-262
0.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize the first word in a sentence and the pronoun I.	TG U1: 121-122, 141-143 TG U2: 230-232 TG U3: 50-51, 60-62 TG U4: 130-131, 140-141, 240-242 TG U5: 60-61, 90-91, 100-101, 110-111, 120-122 TG U6: 140-142
b. Recognize and name end punctuation.	TG U1: 131-133 TG U2: 80-81, 130-131, 286 TG U3: 131, 168-170 TG U4: 13-15, 30-31, 80-81, 230-231, 130-131, 250-251, 260-261, 286-288 TG U5: 90-91, 100-101, 110-111, 120-121, 230-232 TG U6: 50-51, 60-61, 110-112

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c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	TG U1: 12-14, 21-23, 31-32, 41, 61, 71, 82, 91, 105, 132, 162, 182, 271, 281 TG U2: 191, 221 TG U3: 221 TG U4: 221 TG U5: 221 TG U6: 221
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	TG U1: 271-272, 281-283 TG U2: 4-6, 40-41, 90-91, 140-141, 190-191, 220-221, 280-282 TG U3: 20-21, 70-71, 120-121, 170-171, 220-221, 270-272, 8-10 TG U4: 4, 8-10, 12-14, 20-21, 70-71, 120-121, 220-221, 270-272 TG U5: FS12-14, 20-21, 70-71, 130-131, 170-171, 220-221, 270-272 TG U6: 20-21, 70-71, 120-121, 170-171, 220-222
Knowledge of Language	
0.10.3.3 (Begins in grade 2)	Not applicable according to the Minnesota Academic Standards for English Language Arts.
Vocabulary Acquisition and Use	
0.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	TG U1: 113, 43 TG U2: 43 TG U3: 223, 183, 34 TG U4: 213, 183 TG U5: 23, 44-46, 46-47, 73, 93 TG U6: 184, 187, 233
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	TG U2: 44-46, 46-48 TG U3: 24-26, 74-76, 76-78 TG U5: 274-276, 276-278

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0.10.5.5 With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	TG U1: 184-185, 187-189 TG U2: 187-189 TG U3: 187-189 TG U4: 54-56 TG U5: 74-76, 76-78 TG U6: 64, 66-68
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	TG U2: 24-26, 26-28 TG U3: 214-216
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	TG U1: 194-196, 196-198 TG U3: 255 TG U4: 74-76, 76-78 TG U5: 182-184, 184-186 TG U6: 112, 114, 116-117, 244-246
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	TG U1: 114-116, 116-118 TG U3: 64-66, 66-67, 254-256, 256-258 TG U5: 252, 254-256, 256-258 TG U6: 52, 54, 56-58
0.10.6.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	TG U1: 14, 24, 34, 54, 74, 94, 114, 134, 174, 194, 214, 234, 254, 274 TG U2: 24, 64, 84, 104, 124, 164, 174, 184, 204, 224, 244, 264, 274 TG U3: 34, 44, 74, 84, 114, 134, 184, 194, 214, 234, 254, 274 TG U4: 14, 34, 44, 64, 104, 124, 164, 184, 204, 234, 254, 264, 274 TG U5: 24, 54, 64, 84, 94, 114, 124, 134, 174, 194, 214, 244, 264, 274 TG U6: 34, 64, 84, 104, 124, 164, 184, 204, 224, 234, 244, 254, 264, 274