

A Correlation of

ReadyGEN

Grade 1, ©2016



To the

**2016 Mississippi
College-and-Career-Readiness
Standards for
English Language Arts**

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Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Mississippi College- and Career-Readiness Standards for 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 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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2016 Mississippi College-and-Career-Readiness Standards for English Language Arts	ReadyGEN, ©2016 Grade 1
Grade 1	
Reading Literature	
Key Ideas and Details	
RL.1.1 Ask and answer questions about key details in a text.	<p>TG U1: 13, 16–17, 53, 63, 73, 84, 86, 93, 113, 123, 133, 136–137</p> <p>TG U2: 13, 17, 33, 63, 93, 103, 123, 173, 174, 176, 182, 183</p> <p>TG U3: 42, 92–94, 95–97, 102</p> <p>TG U4: 92–94, 95–97</p> <p>TG U5: 32–34, 43, 63, 73, 123, 133</p> <p>TG U6: 83, 85, 93, 192–194, 195–197</p>
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p>TG U1: 14, 16–17, 44, 46–47, 114, 115, 116–117, 124, 126–127</p> <p>TG U2: 62–64, 66–67, 102, 122–124, 126–127, 132, 162–164, 166–167, 202–204, 206–207</p> <p>TG U3: 12–14, 15–17, 62–64, 65–67, 112–114, 116–117</p> <p>TG U4: 12–14, 15–17, 62–64, 66–67, 82–84, 86–87, 112–114, 116–117</p> <p>TG U5: 28–30, 37, 38–40, 62–64, 66–67</p> <p>TG U6: 62–64, 66–67, 92–94, 96–97, 112–114, 115–117, 132–134, 172–174, 175–177</p>
RL.1.3 Describe characters, settings, and major events in a story, using key details.	<p>TG U1: 12–14, 22–24, 26–27, 42–44, 82–84, 94, 96–97, 102–104</p> <p>TG U2: 12–14, 16–17, 22–24, 26–27, 32–34, 42–44, 46–47, 104, 106–107</p> <p>TG U3: 12–14, 15–17, 22–24, 26–27, 32–34, 52–54, 56–57, 82–84, 85–87</p> <p>TG U4: 22–24, 26–27, 62–64, 66–67</p> <p>TG U5: 22–24, 25–27, 42–44, 45–47, 52–54, 55–57</p> <p>TG U6: 82–84, 85–87, 162–164, 166–167, 212–214, 216–217</p>

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Craft and Structure	
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	TG U1: 24, 25–27, 84, 86–87 TG U2: 72–74, 75–77, 94, 95–97, 182–184, 185–187 TG U3: 42–44, 45–47, 252 TG U4: 42–44, 45–47, 202 TG U5: 12–14, 15–17, 32, 182, 202 TG U6: 74, 75–77, 102–104, 106–107
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	TG U1: 132–134, 137 TG U2: 272–274, 276–277 TG U4: 72–74, 76–77 TG U5: 132, 134, 137 TG U6: 262–264, 266–267
RL.1.6 Identify who is telling the story at various points in a text.	TG U3: 72, 74, 76–77 TG U5: 23 TG U6: 63, 213
Integration of Knowledge and Ideas	
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	TG U1: 22–24, 26–27, 32–34, 35, 84, 85–87, 92–94, 96–97 TG U2: 22–24, 26–27, 42–44, 45–47, 172–174, 175–177 TG U3: 22–24, 26–27, 52–54, 56–57, 82–84, 85–87 TG U4: 52–54, 55–57, 102–104, 105–107 TG U5: 52–54, 56–57 TG U6: 72–74, 75–77
RL.1.8 Not applicable to literature.	Not applicable according to the 2016 Mississippi College- and Career-Readiness Standards for English Language Arts.
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	TG U1: 62–64, 66–67 TG U2: 104, 106–107, 132–134, 135 TG U3: 122–124, 125–127 TG U4: 122–124, 126–127 TG U6: 122–124, 126–127

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Range of Reading and Level of Text Complexity	
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 162, 182</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 112, 122, 132</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 82, 102, 112, 122, 132</p> <p>TG U5: 12, 22, 32, 62, 72, 122, 132</p> <p>TG U6: 62, 72, 82, 92, 102, 112, 172, 182, 192, 202, 212, 222</p>
Reading Informational Text	
Key Ideas and Details	
RI.1.1 Ask and answer questions about key details in a text.	<p>TG U1: 193–194, 195–197, 223–224, 226–227, 253–254, 256–257, 263–264, 266–267</p> <p>TG U2: 222, 226–227, 233, 234, 236–237, 242–243, 252–253</p> <p>TG U3: 173, 214, 233, 252–254, 256–257</p> <p>TG U4: 262–264, 265–267</p> <p>TG U5: 82–84, 85–87, 112–114, 115–117, 162–164, 165–167</p> <p>TG U6: 44, 242–243, 252–253, 272–274</p>
RI.1.2 Identify the main topic and retell key details of a text.	<p>TG U1: 162–163, 182–184, 185–187, 252–254, 256–257</p> <p>TG U2: 212–214, 216–217, 262–264, 266–267</p> <p>TG U3: 162–164, 166–167, 182–184, 186–187, 252–254, 256–257</p> <p>TG U4: 182–184, 185–187</p> <p>TG U5: 107, 232–234</p> <p>TG U6: 132–134, 242–244, 246–247</p>
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>TG U1: 212–214, 215–217</p> <p>TG U2: 242–244, 245–247, 252–254, 255–257</p> <p>TG U3: 232–234</p> <p>TG U4: 202–204, 205–207, 252–254, 255–257</p> <p>TG U5: 92–94, 95–97, 122–124, 126–127</p> <p>TG U6: 12–14, 15–17, 232–234, 235</p>

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Craft and Structure	
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	TG U1: 164, 165-167 TG U2: 223, 233-234 TG U3: 262-264, 266-267 TG U4: 162-164, 165-167, 242-244, 245-247 TG U5: 192-194, 195-197 TG U6: 44, 252-254, 255-257
RI.1.5 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.	TG U1: 162-163, 172-174, 175-177, 222-224, 226-227 TG U2: 212-214, 216-217, 222-224, 226-227 TG U3: 172-174, 176-177 TG U4: 172-174, 175-177, 192-194, 195-197 TG U5: 182-184, 185-187, 202-204, 205-207, 242-244, 246-247 TG U6: 262, 264
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	TG U1: 202-204, 206-207 TG U2: 232-234, 235 TG U3: 272-274, 276-277 TG U4: 232-234, 235 TG U5: 102-104, 106-107 TG U6: 243
Integration of Knowledge and Ideas	
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	TG U1: 262-264, 272-274, 275-277 TG U2: 222-224, 226-227, 232-234, 235 TG U3: 253, 256-257, 273 TG U4: 212-214, 216-217 TG U5: 172-174, 176-177, 212-214, 215-217, 232-234, 246-247 TG U6: 22-24, 25-27
RI.1.8 Identify the reasons an author gives to support points in a text.	TG U3: 192-194, 196-197, 242-244, 245-247 TG U6: 52-54, 55-57

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<p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>TG U1: 242–244, 245–247 TG U2: 262–264, 267 TG U3: 202–204, 205–207, 212–214, 215–217 TG U4: 222–224, 226–227, 272–274, 276–277 TG U5: 262–264, 266–267, 272–274, 276–277 TG U6: 122–124, 126–127</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>TG U1: 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U2: 222, 232, 242, 252, 262, 272 TG U3: 162, 172, 182, 192, 202, 212, 232, 252, 262, 272 TG U4: 172, 182, 192, 202, 212, 232, 242, 272 TG U5: 162, 172, 182, 202, 212, 222, 242, 252, 262 TG U6: 12, 22, 32, 42, 52, 122, 132, 232, 242, 252, 262, 272</p>
<p>Reading Foundational Skills</p>	
<p>Print Concepts</p>	
<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p>	<p>TG U1: 212, FS5, FS7, FS9, FS13, FS15, FS19 TG U2: 162, 165, 212, FS3, FS7, FS9, FS11, FS15, FS19 TG U3: 12, 42, 132, FS3, FS7, FS11 TG U4: 12, 138 TG U5: 12, 82 TG U6: 162, 192, 232</p>
<p>RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>TG U1: 41, 52, 112, 121, 132, 141, FS7, FS13, FS15, FS19 TG U2: 82, 132, 172, 192, 252, FS7, FS9, FS11, FS13, FS15, FS19 TG U3: 32, 42, 132, FS3, FS7, FS11 TG U4: 212, 251, 261, 271 TG U5: 21, 31, 41, 271 TG U6: 21, 31, 251</p>

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Phonological Awareness	
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<p>TG U1: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U2: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U3: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U4: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U5: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U6: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p>
RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	<p>TG U1: 71</p> <p>TG U3: 275, FS6, FS10, FS14, FS18, FS22</p> <p>TG U4: FS2, FS3</p> <p>TG U5: 65, 101, FS2, FS5, FS6, FS7, FS11, FS14, FS15</p>
RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<p>TG U1: FS4, FS5, FS9, FS10, FS12, FS13, FS14, FS16, FS18, FS22, FS24</p> <p>TG U2: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U3: FS2, FS4, FS5, FS8, FS9, FS12, FS13, FS16, FS17, FS22</p> <p>TG U4: FS2, FS4, FS5, FS6, FS9, FS10, FS13, FS16, FS20, FS24, FS25</p> <p>TG U5: FS2, FS5, FS6, FS9, FS10, FS12, FS13, FS14, FS16, FS20, FS24, FS25</p> <p>TG U6: FS2, FS5, FS6, FS10, FS14, FS18, FS21, FS24</p>

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<p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>TG U1: FS2, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24 TG U2: FS2, FS4, FS6, FS8, FS10, FS18, FS20, FS22, FS24 TG U3: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS18, FS22 TG U4: FS2, FS4, FS6, FS12, FS16, FS18, FS24 TG U5: FS2, FS6, FS10, FS12, FS14, FS16, FS20, FS24 TG U6: FS2, FS6, FS10, FS14, FS18, FS24</p>
<p>RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>TG U1: FS16, FS20, FS24 TG U2: FS8, FS12, FS14, FS16, FS18, FS20, FS21, FS22, FS24 TG U3: FS4, FS8, FS12, FS21 TG U4: FS2, FS6, FS12, FS16, FS18, FS24 TG U5: FS6, FS9, FS10, FS12, FS14, FS16, FS20, FS24, FS25 TG U6: FS2, FS6, FS10, FS14, FS18, FS24</p>
<p>Phonics and Word Recognition</p>	
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>TG U1: FS3, 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, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS25 TG U5: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U6: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p>
<p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>TG U3: FS2, FS3, FS5, FS12, FS13</p>

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<p>RF.1.3b Decode regularly spelled one-syllable words</p>	<p>TG U1: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U2: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS19, FS21, FS23, FS25 TG U3: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS19, FS23 TG U4: FS3, FS5, FS7, FS13, FS17, FS19 TG U5: FS3, FS7, FS11, FS13, FS15, FS21, FS25 TG U6: FS3, FS7, FS9, FS11, FS15, FS19, FS25</p>
<p>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>TG U3: 115, 275, FS6, FS7, FS9, FS10, FS11, FS14, FS15, FS17, FS18, FS19, FS21, FS23, FS25 TG U5: FS2, FS3, FS5, FS6, FS7, FS9, FS10, FS11, FS13, FS14, FS15, FS17 TG U6: 131</p>
<p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>TG U3: FS24 TG U4: FS4 TG U6: FS4, FS8, FS20</p>
<p>RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>TG U2: FS16, FS17 TG U3: FS24, FS25 TG U4: FS5, FS9, FS15, FS23 TG U5: FS19, FS23 TG U6: FS4, FS5, FS8, FS9, FS20, FS21</p>
<p>RF.1.3f Read words with inflectional endings.</p>	<p>TG U2: FS14, FS15, FS16, FS17 TG U3: FS20, FS21 TG U4: FS10, FS11, FS13, FS14, FS15 TG U5: FS8, FS9 TG U6: FS12, FS20, FS21</p>

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RF.1.3g Recognize and read grade-appropriate irregularly spelled words.	<p>TG U1: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS25</p> <p>TG U2: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U3: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U4: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U5: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U6: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p>
Fluency	
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	<p>TG U1: 117, 127, 167, 177, 217</p> <p>TG U2: 17, 117, 127, 177, 277</p> <p>TG U3: 77, 117, 187, 227</p> <p>TG U4: 27, 87, 127, 177, 247, 277</p> <p>TG U5: 47, 87, 117, 177, 227, 247, 277</p> <p>TG U6: 27, 217, 267</p>
RF.1.4a Read grade-level text with purpose and understanding.	<p>TG U1: 12, 42, 162, 232</p> <p>TG U2: 12, 72, 162, 212</p> <p>TG U3: 12, 22, 72</p> <p>TG U4: 12, 82, 225</p> <p>TG U5: 12, 82</p> <p>TG U6: 12, 62, 162, 232</p>
RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>TG U1: 17, 27, 47, 67, 87, 97, 127, 167, 187, 217, 227, 247, 277</p> <p>TG U2: 27, 47, 67, 77, 97, 117, 127, 167, 177, 187, 197, 227, 247, 267, 277</p> <p>TG U3: 17, 47, 77, 87, 117, 177, 187, 197, 217, 227, 247, 267, 277</p> <p>TG U4: 27, 47, 77, 87, 97, 127, 167, 177, 187, 197, 227, 247</p> <p>TG U5: 17, 27, 67, 117, 127, 177, 187, 197, 217, 227, 247, 267, 277</p> <p>TG U6: 17, 27, 47, 67, 77, 97, 117, 127, 167, 177, 197, 227, 277</p>

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RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG U1: 73, 74, 177 TG U2: 85, 86, 87 TG U3: 35, 75, 135 TG U4: 25, 65, 135 TG U5: 35, 105, 195, 235, 247, 275, 277 TG U6: 27, 55, 165, 265
Writing	
Text Types and Purposes	
W.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.	TG U2: 18–20, 28–30, 38–40, 48–50, 58–60, 68–70, 78–80, 88–90, 98–100, 108–110, 118–120, 128–130, 142–149 TG U3: 168–170, 178–180, 188–190, 198–200, 208–210, 218–220, 228–230, 238–240, 248–250, 258–260, 268–270, 278–280, 282–289 TG U6: 18–20, 28–30, 38–40, 48–50, 58–60, 78–80, 88–90, 98–100, 108–110, 128–130, 138–140, 142–149, 168–170, 178–180
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	TG U1: 168–170, 178–180, 188–190, 198–200, 208–210, 218–220, 228–230, 238–240, 248–250, 258–260, 268–270, 278–280 TG U2: 168–170, 178–180, 188–190, 198–200, 208–210, 218–220, 248–250, 258–260, 278–280, 282–289 TG U4: 168–170, 178–180, 188–190, 198–200, 208–210, 218–220, 228–230, 238–240, 248–250, 258–260, 268–270, 278–280, 282–289 TG U5: 168–170, 178–180, 188–190, 208–210, 218–220, 248–250, 258–260, 268–270, 278–280, 282–289
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	TG U1: 18–20, 28–30, 38–40, 48–50, 58–60, 68–70, 78–80, 88–90, 98–100, 108–110, 118–120, 128–130 TG U3: 18–20, 28–30, 38–40, 48–50, 68–70, 78–80, 88–90, 128–130, 142–149 TG U4: 18–20, 28–30, 38–40, 48–50, 68–70, 78–80, 88–90, 128–130, 142–149 TG U5: 18–20, 28–30, 48–50, 58–60, 68–70, 88–90, 98–100, 108–110, 138–140, 142–149

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Production and Distribution of Writing	
W.1.4 Begins in grade 3.	Not applicable according to the 2016 Mississippi College- and Career-Readiness Standards for English Language Arts.
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	TG U1: 78–80, 98–100, 128–130, 278–280 TG U2: 138–140, 268–270 TG U3: 58–60, 118–120 TG U4: 58–60, 68–70, 98–100, 108–110, 118–120 TG U5: 118–120, 128–130, 268–270 TG U6: 108–110, 118–120, 238–240
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TG U1: 20, 40, 60, 80, 100, 120, 140, 180, 200, 220, 240, 250, 260, 270, 280 TG U2: 20, 30, 50, 70, 90, 110, 130, 170, 190, 200, 210, 220, 240, 260, 280 TG U3: 30, 50, 60, 80, 100, 120, 140, 170, 190, 210, 230, 250, 270 TG U4: 20, 30, 60, 90, 100, 110, 130, 138–140, 190, 220, 240, 260, 280 TG U5: 30, 50, 70, 80, 90, 100, 120, 140, 180, 200, 220, 230, 240, 270, 280 TG U6: 40, 50, 70, 100, 110, 130, 140, 170, 190, 200, 220, 230, 250, 260, 270
Research to Build and Present Knowledge	
W.1.7 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).	TG U1: 168–170, 218–220, 228–230, 258–260 TG U2: 218–220 TG U4: 268–270, 278–280 TG U5: 198–200, 218–220, 228–230, 238–240 TG U6: 28–30, 58–60, 198–200
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TG U1: 248–250, 258–260 TG U2: 218–220, 228–230, 238–240, 268–270, 282–289 TG U3: 88–90 TG U4: 258–260, 268–270 TG U5: 88–90, 198–200, 208–210, 282–289 TG U6: 28–30, 58–60, 198–200
W.1.9 Begins in grade 4.	Not applicable according to the 2016 Mississippi College- and Career-Readiness Standards for English Language Arts.

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Range of Writing	
W.1.10 Begins in grade 3.	Not applicable according to the 2016 Mississippi College- and Career-Readiness Standards for English Language Arts.
Speaking and Listening	
Comprehension and Collaboration	
SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	TG U1: 14, 34, 44, 54, 94, 104, 114, 174, 184, 194, 204, 234, 244, 254, 274 TG U2: 24, 34, 44, 64, 84, 94, 114, 134, 174, 184, 204, 214, 224, 234, 274 TG U3: 14, 24, 44, 64, 74, 94, 104, 124, 134, 164, 174, 184, 194, 224, 254 TG U4: 34, 44, 54, 64, 74, 104, 124, 164, 184, 194, 214, 224, 234, 244, 264 TG U5: 24, 44, 64, 84, 94, 104, 114, 134, 174, 184, 204, 224, 234, 244, 254 TG U6: 14, 24, 44, 54, 74, 94, 114, 164, 174, 194, 204, 224, 234, 254, 264
SL.1.1a 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).	TG U1: 12, 42, 62, 72, 112, 113, 122, 132, 162, 172, 192, 222, 260, 262, 288 TG U2: 12, 52, 112, 122, 184, 214, 274 TG U3: 14, 24, 32, 44, 56, 82, 84, 132, 134, 182 TG U4: 52, 72, 102, 148, 182, 242, 252 TG U5: 12, 26, 82, 102, 244, 288 TG U6: 166, 192, 194, 242
SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	TG U1: 62, 72, 92, 94, 112, 122, 132, 172, 192, 222, 262 TG U2: 12, 32, 62, 84, 94, 102, 174, 212, 262 TG U3: 52, 92, 94, 122 TG U4: 42, 44, 122, 214 TG U5: 72, 112, 114 TG U6: 148, 222, 224, 272

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<p>SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>TG U1: 42, 53, 84, 104, 123, 182, 232, 233, 242, 252, 263 TG U2: 14, 20, 42, 110, 148, 194, 202, 232, 254, 272 TG U3: 12, 112, 148 TG U4: 12, 14, 22, 62, 112, 148 TG U5: 32, 62, 64, 122, 132 TG U6: 44, 162, 202, 232, 234, 262, 288</p>
<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>TG U1: 133, 140, 166, 192, 193, 194, 196, 242, 288 TG U2: 13, 20, 22, 30, 110, 148, 176, 182, 234, 266 TG U3: 42, 90, 93–94, 96–97, 100, 102, 148, 214 TG U4: 40, 50, 93–94, 96–97, 148, 262, 263 TG U5: 34, 83, 84, 86–87, 110, 113, 114, 116–117, 148, 224 TG U6: 44, 50, 63, 70, 83, 100, 194, 196, 288</p>
<p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>TG U1: 42, 123, 182, 232, 288 TG U2: 148, 194, 202, 232 TG U3: 12, 112, 148 TG U4: 22, 62, 148, 288 TG U5: 32, 62, 64, 110, 148, 288 TG U6: 70, 148, 162, 202, 234</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>TG U1: 24, 52, 82, 84 TG U2: 44, 64, 92, 288 TG U3: 22, 26, 56, 84, 85–87, 210 TG U4: 26, 82, 84, 107, 254 TG U5: 42, 52, 54, 56, 94 TG U6: 164, 166, 182, 216, 252</p>
<p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>TG U1: 74, 84, 102, 250, 270, 280 TG U2: 20, 82, 90, 180, 200, 260, 270, 280 TG U3: 80, 140, 240 TG U4: 140, 164, 184, 207, 230, 280 TG U5: 40, 276, 288 TG U6: 64, 66–67, 77</p>

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SL.1.6 Produce complete sentences when appropriate to task and situation.	TG U1: 80–81, 130–131, 254 TG U2: 34, 145 TG U3: 62, 72, 74 TG U4: 32, 92, 94, 132, 211, 221 TG U5: 22, 24, 111, 141, 261 TG U6: 141, 172, 174, 231, 254
Language	
Conventions of Standard English	
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.	TG U1: 30–31, 40–41, 80–81, 90–91, 100–101, 110–111, 120–121, 130–131, 140–141, 200–201, 210–211, 240–241, 250–251, 260–261, 270–271 TG U2: 20–21, 30–31, 50–51, 70–71, 100–101, 120–121, 130–131, 140–141, 170–171, 180–181, 200–201, 220–221, 250–251, 270–271, 280–281 TG U3: 30–31, 50–51, 70–71, 80–81, 90–91, 110–111, 120–121, 130–131, 180–181, 190–191, 220–221, 230–231, 240–241, 250–251, 260–261 TG U4: 20–21, 40–41, 50–51, 60–61, 70–71, 90–91, 110–111, 170–171, 180–181, 190–191, 230–231, 250–251, 260–261, 270–271, 280–281 TG U5: 20–21, 30–31, 40–41, 50–51, 60–61, 70–71, 80–81, 190–191, 250–251, 260–261, 270–271 TG U6: 50–51, 60–61, 80–81, 100–101, 120–121, 140–141, 170–171, 180–181, 210–211, 230–231, 270–271
L.1.1a Print all upper- and lowercase letters.	TG U1: 20–21, 30–31, 40–41 TG U2: 40–41
L.1.1b Use common, proper, and possessive nouns.	TG U1: 180–181, 190–191, 260–261 TG U2: 40–41, 250–251, 260–261 TG U3: 50–51, 180–181, 270–271 TG U4: 80–81 TG U5: 60–61, 70–71, 80–81, 190–191, 210–211 TG U6: 50–51, 80–81, 120–121

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<p>L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	<p>TG U1: 170–171, 210–211, 220–221, 230–231, 270–271 TG U2: 240–241 TG U3: 230–231 TG U4: 50–51, 200–201, 240–241 TG U5: 250–251, 260–261</p>
<p>L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p>	<p>TG U2: 90–91, 100–101, 120–121, 130–131, 180–181, 190–191, 200–201 TG U3: 20–21, 30–31, 100–101, 170–171, 210–211 TG U4: 120–121, 130–131, 140–141 TG U5: 217 TG U6: 270–271</p>
<p>L.1.1e 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).</p>	<p>TG U1: 170–171, 200–201, 220–221, 230–231, 270–271 TG U2: 30–31, 80–81, 170–171 TG U3: 120–121, 280–281 TG U4: 20–21, 40–41, 70–71, 90–91, 100–101, 110–111, 210–211, 220–221 TG U5: 250–251, 260–261 TG U6: 193, 263</p>
<p>L.1.1f Use frequently occurring adjectives.</p>	<p>TG U1: 128–130 TG U2: 60–61, 110–111, 210–211 TG U3: 40–41, 200–201 TG U4: 30–31 TG U5: 140–141 TG U6: 13</p>
<p>L.1.1g Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>	<p>TG U2: 140–141 TG U3: 60–61, 130–131 TG U6: 210–211, 220–221</p>
<p>L.1.1h Use determiners (e.g., articles, demonstratives).</p>	<p>TG U2: 280–281 TG U3: 140–141 TG U6: 60–61, 100–101, 140–141, 170–171, 180–181</p>

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L.1.1i Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	TG U2: 220–221, 230–231 TG U3: 240–241 TG U4: 280–281 TG U6: 230–231
L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	TG U1: 80–81, 130–131 TG U3: 70–71, 80–81 TG U4: 60–61, 250–251, 260–261, 270–271 TG U5: 20–21, 30–31, 40–41, 50–51, 90–91 TG U6: 90–91, 110–111, 190–191, 240–241
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TG U1: 50–51, 60–61, 70–71, 90–91, 100–101, 110–111, 120–121, 140–141, 145, 250–251, 260–261 TG U2: 20–21, 40–41, 50–51, 70–71, 250–251, 260–261, 270–271 TG U3: 110–111, 180–181, 250–251, 260–261, 270–271 TG U4: 80–81, 250–251, 260–261, 270–271 TG U5: 50–51, 100–101, 120–121, 130–131, 170–171, 180–181, 200–201, 210–211, 220–221, 230–231, 240–241, 270–271, 280–281 TG U6: 40–41, 70–71, 120–121, 130–131, 200–201, 250–251, 260–261
L.1.2a Capitalize dates and names of people.	TG U1: 120–121, 140–141 TG U2: 260–261, 270–271 TG U3: 180–181 TG U4: 80–81 TG U5: 120–121, 210–211 TG U6: 70–71, 260–261
L.1.2b Use end punctuation for sentences.	TG U1: 90–91, 100–101, 110–111, 140–141, 240–241, 250–251 TG U2: 145, 270–271 TG U3: 250–251 TG U4: 260–261, 270–271 TG U5: 20–21, 30–31, 40–41, 50–51, 200–201, 270–271, 280–281 TG U6: 250–251

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<p>L.1.2c Use commas in dates and to separate single words in a series.</p>	<p>TG U2: 20–21, 70–71 TG U3: 110–111 TG U5: 120–121 TG U6: 40–41, 200–201</p>
<p>L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>TG U1: 50–51, 60–61, 70–71, 144, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U2: FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U3: 260–261, 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: 100–101, 130–131, 170–171, 180–181, 220–221, 230–231, FS3, FS7, FS9, FS11, FS13, FS17, FS19, FS23, FS25 TG U6: 130–131, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23</p>
<p>L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>TG U1: 50–51, 60–61, 70–71, 144 TG U2: FS2, FS4, FS6, FS8, FS10, FS12, FS18, FS20, FS22, FS24 TG U3: FS2, FS4, FS6, FS10, FS14, FS18, FS22 TG U4: FS2, FS4, FS6, FS8, FS10, FS16, FS18, FS20 TG U5: FS2, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20 TG U6: FS2, FS6, FS10, FS14, FS18, FS24</p>
<p>Knowledge of Language</p>	
<p>L.1.3 Begins in grade 2.</p>	<p>Not applicable according to the 2016 Mississippi College- and Career-Readiness Standards for English Language Arts.</p>

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Vocabulary Acquisition and Use	
L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	TG U1: 13, 43, 73, 163–164, 165, 193, 223 TG U2: 82–84, 85, 87, 103, 173, 203, 273 TG U3: 33, 53, 83, 262–264, 265–267 TG U4: 23, 43, 63, 93, 164, 165–167, 245–246 TG U5: 13, 33, 73, 83, 194, 195–197 TG U6: 34, 35, 55, 203, 213, 233, 243
L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.	TG U1: 73–74 TG U2: 33, 82–84, 85–87, 103, 203 TG U3: 13, 23, 25, 35, 75, 103, 123, 134, 263, 265 TG U4: 25, 34, 44, 63, 65, 73, 83, 105, 113, 123, 133, 135, 167 TG U5: 25, 35, 105, 133, 195, 235, 275 TG U6: 34, 55, 165, 203, 213, 233, 243, 265, 273
L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.	TG U5: 110–111, FS22, FS23 TG U6: 280–281, FS16, FS22, FS23, FS25
L.1.4c Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	TG U3: 90–91, 190–191
L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	TG U1: 77, 93 TG U2: 57, 62, 94, 183, 187 TG U3: 46, 47, 107 TG U4: 23 TG U6: 237
L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	TG U1: 54, 55–57 TG U3: 104, 105–107, 222–224, 225–227
L.1.5b Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	TG U3: 104, 106–107
L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	TG U3: 132–134 TG U4: 32–34 TG U5: 74, 76–77, 253, 254, 255–257 TG U6: 42–44, 45–47, 182–184, 186–187

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<p>L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>TG U1: 77, 93 TG U2: 54, 56–57, 94 TG U3: 44, 46–47</p>
<p>L.1.6 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., <i>because</i>).</p>	<p>TG U1: 34, 44, 64, 84, 94, 104, 134, 174, 184, 204, 221, 234, 244, 264 TG U2: 14, 34, 54, 74, 84, 94, 104, 114, 134, 164, 174, 194, 224, 234, 264 TG U3: 24, 44, 64, 74, 84, 104, 124, 164, 194, 204, 224, 244, 264 TG U4: 14, 44, 64, 74, 94, 104, 114, 124, 164, 174, 194, 204, 234, 244, 264 TG U5: 14, 34, 54, 72, 74, 84, 114, 134, 184, 214, 234, 254, 274 TG U6: 34, 64, 114, 134, 194, 214, 224, 254, 274</p>