

A Correlation of



Grade 1

**To the
Nebraska College and Career Ready Standards
for English Language Arts 2021
Grade 1**

A Correlation of ReadyGEN, Grade 1 to the Nebraska College and Career Ready Standards for English Language Arts 2021, Grade 1

Introduction

This document demonstrates how **ReadyGEN meets** the Nebraska College and Career Ready Standards for English Language Arts 2021. Correlation page references are to the Unit Module Teacher's Guides and are cited by grade, unit and page references.

ReadyGEN 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

**A Correlation of ReadyGEN, Grade 1 to the
Nebraska College and Career Ready Standards
for English Language Arts 2021, Grade 1**

Table of Contents

Foundations of Reading	4
Reading Prose and Poetry	7
Reading Informational Text.....	9
Vocabulary	10
Writing.....	12
Speaking and Listening.....	17

**A Correlation of ReadyGEN, Grade 1 to the
Nebraska College and Career Ready Standards
for English Language Arts 2021, Grade 1**

Nebraska College and Career Ready Standards for English Language Arts 2021, Grade 1	ReadyGEN Grade 1
Foundations of Reading	
Concepts of Print Demonstrate knowledge of the organization and basic concepts of print.	
LA.1.F.1: Demonstrate knowledge of the organization and basic concepts of print.	
a. Recognize the distinguishing features of a sentence.	TG U1: 41, 52, 92, 112, 121, 132, 141, 183, 192, 252, FS7, FS13, FS15, FS19 TG U2: 82, 132, 172, 192, 252, FS3, 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
Phonological Awareness Demonstrate phonological awareness through oral activities. understanding of spoken words, syllables, and sounds (phonemes).	
LA.1.F.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Identify, segment and blend phonemes in single syllable spoken three and four phoneme words including words with blends.	TG U1: FS6, FS10, FS14, FS16, FS18, FS20, FS24 TG U2: FS2, FS4, FS6, 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, FS10, FS12, FS14, FS16, FS20, FS24, FS25 TG U6: FS2, FS6, FS10, FS14, FS18, FS24
b. Delete initial and final phonemes in words.	TG U1: FS2, FS6, FS8, FS12, FS16, FS18, FS20, FS22, FS24 TG U2: FS8
c. Substitute phonemes in spoken words to build new words in single-syllable words with no blends.	For supporting content, please see: TG U1: FS2, FS9, FS13 TG U2: FS6, FS8, FS10, FS22 TG U3: FS22
d. Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words (e.g., “Say ‘map.’ Say it again and instead of /p/ say /t/. What is the new word? ‘Mat’”).	TG U1: FS2, FS9, FS13 TG U2: FS6, FS8, FS10, FS22 TG U3: FS22

**A Correlation of ReadyGEN, Grade 1 to the
Nebraska College and Career Ready Standards
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Phonics and Word Analysis Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.	
LA.1.F.3: Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.	
a. Decode and encode words using knowledge of sound-spelling correspondence for common consonant digraphs, tri-graphs, and blends.	TG U2: FS20, FS21, FS24, FS25 TG U3: FS2, FS3, FS5, FS12, FS13 TG U5: 135, FS12, FS13
b. Decode and encode simple words with r-controlled vowels.	TG U4: FS12, FS13, FS16, FS17, FS18, FS19, FS21
c. Decode and encode regularly spelled one-syllable words.	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
d. Decode and encode final -e and common vowel team conventions for representing long vowel sounds.	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
e. Decode and encode two-syllable words with regular patterns by breaking the words into syllables.	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
f. Decode and encode words with inflectional endings.	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
g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	TG U3: FS24 TG U4: FS4 TG U6: FS4, FS8, FS20

**A Correlation of ReadyGEN, Grade 1 to the
Nebraska College and Career Ready Standards
for English Language Arts 2021, Grade 1**

Nebraska College and Career Ready Standards for English Language Arts 2021, Grade 1	ReadyGEN Grade 1
h. 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 Read grade-level texts with sufficient accuracy and fluency to support comprehension.	
LA.1.F.3: Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.	
a. Read decodable text accurately with appropriate rate, intonation, and expression/prosody to reflect meaning.	<p>TG U1: 17, 27, 47, 67, 77, 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>
b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).	<p>TG U1: FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, 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>

**A Correlation of ReadyGEN, Grade 1 to the
Nebraska College and Career Ready Standards
for English Language Arts 2021, Grade 1**

Nebraska College and Career Ready Standards for English Language Arts 2021, Grade 1	ReadyGEN Grade 1
Reading Prose and Poetry	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.	
LA.1.RP.1: Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text.	TG U1: 14, 16-17, 44, 46-47, 114, 115, 116-117, 124, 126-127 TG U2: 62-64, 66-67, 102, 122-124, 126-127, 132, 162-164, 166-167, 202-204, 206-207 TG U3: 12-14, 15-17, 62-64, 65-67, 112-114, 116-117 TG U4: 12-14, 15-17, 62-64, 66-67, 82-84, 86-87, 112-114, 116-117 TG U5: 28-30, 37, 38-40, 62-64, 66-67 TG U6: 62-64, 66-67, 92-94, 96-97, 112-114, 115-117, 132-134, 172-174, 175-177
LA.1.RP.2: Identify the main character(s), setting, and important events, drawing on key details in a literary text.	TG U1: 12-14, 22-24, 26-27, 42-44, 82-84, 94, 96-97, 102-104 TG U2: 12-14, 16-17, 22-24, 26-27, 32-34, 42-44, 46-47, 104, 106-107, 192-194, 196-197 TG U3: 12-14, 15-17, 22-24, 26-27, 32-34, 52-54, 56-57, 82-84, 85-87 TG U4: 22-24, 26-27, 62-64, 66-67 TG U5: 22-24, 25-27, 42-44, 45-47, 52-54, 55-57 TG U6: 82-84, 85-87, 162-164, 166-167, 212-214, 216-217
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary texts.	
LA.1.RP.3: Explain the difference between the roles of author and narrator or speaker in a literary text.	For supporting content, please see: TG U3: 74, 76-77 TG U4: 32, 122 TG U5: 23 TG U6: 63, 213
LA.1.RP.4: Identify the basic characteristics of literary text, drawing on a wide range of text types.	TG U1: 12-14, 15-17, 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

**A Correlation of ReadyGEN, Grade 1 to the
Nebraska College and Career Ready Standards
for English Language Arts 2021, Grade 1**

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Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary texts.	
LA.1.RP.5: Compare and contrast the experiences of characters in familiar 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
LA.1.RP.6: Ask and answer questions about key details in a literary text.	TG U1: 13, 16-17, 53, 63, 73, 84, 86, 93, 113, 123, 133, 136-137 TG U2: 13, 17, 33, 63, 93, 103, 123, 173, 174, 176, 182, 183 TG U3: 42, 92-94, 95-97, 102 TG U4: 92-94, 95-97 TG U5: 32-34, 43, 63, 73, 123, 133 TG U6: 83, 85, 93, 192-194, 195-197
LA.1.RP.7: Make connections between own experiences and other cultures in literary texts.	For supporting content please see: TG U6: 163, 263, 273
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary texts independently and proficiently.	
LA.1.RP.8: With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.	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, 162, 182 TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 112, 122, 132 TG U4: 12, 22, 32, 42, 52, 62, 82, 102, 112, 122, 132 TG U5: 12, 22, 32, 62, 72, 122, 132 TG U6: 62, 72, 82, 92, 102, 112, 172, 182, 192, 202, 212, 222

**A Correlation of ReadyGEN, Grade 1 to the
Nebraska College and Career Ready Standards
for English Language Arts 2021, Grade 1**

Nebraska College and Career Ready Standards for English Language Arts 2021, Grade 1	ReadyGEN Grade 1
Reading Informational Text	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.	
LA.1.RI.1: Identify the main topic and key details in an informational text.	TG U1: 162-163, 182-184, 185-187, 252-254, 256-257 TG U2: 212-214, 216-217, 262-264, 266-267 TG U3: 162-164, 166-167, 182-184, 186-187, 252-254, 256-257 TG U4: 182-184, 185-187 TG U5: 107, 232-234 TG U6: 132-134, 242-244, 246-247
LA.1.RI.2: Identify key individuals, events, or pieces of information in an informational text.	TG U1: 212-214, 215-217 TG U2: 242-244, 245-247, 252-254, 255-257 TG U3: 232-234 TG U4: 202-204, 205-207, 252-254, 255-257 TG U5: 92-94, 95-97, 122-124, 126-127 TG U6: 12-14, 15-17, 232-234, 235
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.	
LA.1.RI.3: Define the role of the author and illustrator in presenting the ideas or information in a text.	TG U1: 202, 203 TG U4: 212 TG U6: 76
LA.1.RI.4: Use text features (titles, headings, visuals) to predict or confirm the topic of 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
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.	
LA.1.RI.5: Identify basic similarities and differences between two informational texts on the same topic.	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

**A Correlation of ReadyGEN, Grade 1 to the
Nebraska College and Career Ready Standards
for English Language Arts 2021, Grade 1**

Nebraska College and Career Ready Standards for English Language Arts 2021, Grade 1	ReadyGEN Grade 1
LA.1.RI.6: Identify an author’s opinion(s) about a text.	For supporting content please see: TG U3: 192-194, 242-244 TG U6: 52-54, 56-57
LA.1.RI.7: Make connections between own experiences and other cultures in informational texts.	For supporting content please see: TG U6: 12-14, 26-27
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level informational texts independently and proficiently.	
LA.1.RI.8: With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.	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
Vocabulary	
Acquisition and Use Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.	
LA.1.V.1: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary.	
a. Use sentence-level context clues to determine 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, 83, 105, 123, 133, 195, 235, 275 TG U6: 34, 55, 165, 203, 213, 233, 243, 265, 273
b. Use commonly occurring affixes to determine the meaning of unknown words.	TG U5: 110-111, FS22, FS23, FS25 TG U6: 280-281, FS16, FS17, FS22, FS23, FS25
c. Identify commonly occurring root words and their inflectional forms.	TG U3: 90-91, 190-191

**A Correlation of ReadyGEN, Grade 1 to the
Nebraska College and Career Ready Standards
for English Language Arts 2021, Grade 1**

Nebraska College and Career Ready Standards for English Language Arts 2021, Grade 1	ReadyGEN Grade 1
d. Determine the meanings of key words and phrases using provided reference materials and classroom resources.	TG U1: 74, 75 TG U2: 185 TG U3: 133 TG U4: 34, 44, 63, 73, 173, 242 TG U5: 13, 83, 244, 247 TG U6: 186, 213, 243, 257
Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	
LA.1.V.2: Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.	
a. Sort common words and phrases into conceptual categories to develop an understanding of word relationships.	TG U1: 54, 55-57 TG U3: 104, 105-107, 222-224, 225-227
b. Define words by their category and simple attributes (e.g., a duck is a bird that swims).	TG U3: 104, 106-107
c. Ask and answer questions about key words and phrases to determine their meaning.	TG U1: 165-167 TG U4: 245-247
d. Distinguish nuances of meaning between common verbs (e.g., glance, stare) and adjectives differing in intensity (e.g., large, gigantic).	TG U1: 77, 93 TG U2: 54, 56-57, 94 TG U3: 44, 46-47

**A Correlation of ReadyGEN, Grade 1 to the
Nebraska College and Career Ready Standards
for English Language Arts 2021, Grade 1**

Nebraska College and Career Ready Standards for English Language Arts 2021, Grade 1	ReadyGEN Grade 1
Writing	
Foundations of Writing Apply handwriting skills to legibly communicate ideas and information.	
LA.1.FW.1: Demonstrate and apply handwriting skills.	
a. Print all upper and lowercase manuscript letters using correct formation.	TG U1: 20-21, 30-31, 40-41 TG U2: 40-41
b. Write the common grapheme (letter or letter group) for each phoneme.	TG U1: FS2, FS18, FS20
c. Use appropriate spacing between letters and words	TG U1: 140, 280 TG U2: 60, 140, 280 TG U3: 140
LA.1.FW.2: Demonstrate sound-letter concepts when writing.	
a. Segment phonemes in two- and three-phoneme syllables.	TG U1: FS20, FS24 TG U2: FS8, FS12, FS14, FS16, FS18, FS22 TG U4: FS2, FS4
b. Write letters used to represent vowel phonemes and those used to represent consonants; demonstrate understanding that every syllable has a vowel.	TG U1: FS2, FS3, FS8, FS14, FS18, FS20 TG U3: FS6, FS24 TG U4: FS4, FS10, FS22 TG U6: FS4, FS8, FS9, FS20
Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.	
LA.1.W.1: Write and expand grammatically correct simple sentences and paragraphs.	
a. Capitalize proper nouns (e.g., days of the week, names of people).	TG U1: 191, 261 TG U2: 41, 251, 261, 271 TG U3: 181, 271 TG U4: 81, 121 TG U5: 211, 271 TG U6: 71, 261

**A Correlation of ReadyGEN, Grade 1 to the
Nebraska College and Career Ready Standards
for English Language Arts 2021, Grade 1**

Nebraska College and Career Ready Standards for English Language Arts 2021, Grade 1	ReadyGEN Grade 1
b. Use end punctuation, commas in dates, and commas to separate single words in a series.	TG U1: 90-91, 100-101, 110-111, 140-141, 240-241, 250-251 TG U2: 20-21, 70-71, 145, 270-271 TG U3: 110-111, 250-251 TG U4: 260-261, 270-271 TG U5: 20-21, 30-31, 40-41, 50-51, 120-121, 200-201, 270-271, 280-281 TG U6: 40-41, 200-201, 250-251
c. Identify and use nouns (e.g., common, proper), pronouns (e.g., personal and possessive), verbs (e.g., past, present), and descriptive adjectives.	TG U1: 181, 191, 201, 261 TG U2: 31, 54, 57, 61, 81, 94, 96-97, 101, 111, 121, 171, 181, 201, 211 TG U3: 21, 31, 41, 101, 121, 181, 211, 271, 281 TG U4: 31, 71, 91, 101, 121, 131, 141, 211, 221, 231 TG U5: 141 TG U6: 271
d. Form and use regular and frequently occurring irregular plural nouns.	TG U1: 211 TG U2: 191, 241 TG U4: 171, 181, 191
e. Use subject-verb agreement in simple and compound sentences.	TG U1: 171, 221, 231, 271 TG U2: 241 TG U3: 231 TG U4: 51, 201, 241 TG U5: 251, 261
LA.1.W.2: Develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.	
a. Use prewriting activities and resources to generate and organize ideas.	TG U1: 108-110, 179, 209, 258-260 TG U2: 118-120, 228-230, 238-240 TG U3: 88-90, 228-230 TG U4: 38-40 TG U5: 49, 59, 88-90, 99, 209 TG U6: 68-70, 188-190, 198-200

**A Correlation of ReadyGEN, Grade 1 to the
Nebraska College and Career Ready Standards
for English Language Arts 2021, Grade 1**

Nebraska College and Career Ready Standards for English Language Arts 2021, Grade 1	ReadyGEN Grade 1
<p>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p>	<p>This objective is addressed throughout. See, for example: TG U1: 107, 108-110, 118-120, 128-130, 138-140, 257, 258-260, 268-270, 278-280 TG U2: 118-120, 128-130, 138-140, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280 TG U3: 98-100, 107, 108-110, 118-120, 128-130, 138-140, 228-230, 238-240, 257, 268-270, 278-280 TG U4: 38-40, 48-50, 58-60, 68-70, 78-80, 107 TG U5: 88-90, 98-100, 107, 108-110, 118-120, 128-130, 138-140, 257 TG U6: 68-70, 78-80, 88-90, 98-100, 107, 108-110, 118-120, 128-130, 138-140, 188-190, 198-200, 208-210, 218-220, 228-230, 238-240, 248-250</p>
<p>c. Use feedback from others to improve writing and/or add details.</p>	<p>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, 248-250 TG U5: 118-120, 128-130, 268-270 TG U6: 108-110, 118-120, 238-240</p>
<p>d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).</p>	<p>TG U1: 33, 210, 270, 280 TG U2: 20, 67, 90, 113, 230, 240 TG U3: 17, 47, 90, 172-174, 176-177 TG U4: 47, 140 TG U5: 27, 178-180, 182-184, 185-187, 288 TG U6: 33, 177</p>
<p>e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>	<p>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</p>

**A Correlation of ReadyGEN, Grade 1 to the
Nebraska College and Career Ready Standards
for English Language Arts 2021, Grade 1**

Nebraska College and Career Ready Standards for English Language Arts 2021, Grade 1	ReadyGEN Grade 1
Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.	
LA.1.W.3: With prompting and support, write personal or fictional creative and/or expressive pieces that retell two or more appropriately sequenced events.	
a. Include some relevant details.	TG U1: 28-30, 38-40, 58-60, 68-70, 78-80, 88-90, 98-100 TG U3: 58-60, 118-120 TG U4: 28-30, 58-60, 108-110 TG U5: 18-20, 78-80, 118-120
b. Use time order words to signal sequence of events.	TG U1: 49 TG U3: 48-50, 108-110, 118-120 TG U4: 68-70, 88-90, 238-240 TG U5: 38-40, 98-100
c. Provide a sense of closure.	TG U3: 68-70 TG U4: 128-130 TG U5: 68-70, 108-110
LA.1.W.4: With prompting and support, express an opinion about a topic or text and provide a supporting reason.	
a. Introduce a topic or text.	TG U2: 38-40, 48-50, 68-70 TG U3: 168-170, 228-230 TG U6: 18-20, 48-50, 78-80, 168-170, 188-190, 208-210, 258-260
b. State an opinion and provide a reason to support the opinion.	TG U2: 28-30, 68-70 TG U3: 168-170, 178-180, 188-190, 198-200, 208-210, 248-250, 268-270 TG U6: 18-20, 28-30, 48-50, 58-60, 88-90, 168-170, 178-180, 218-220, 258-260, 268-270
c. Provide a sense of closure.	TG U3: 218-220, 258-260 TG U6: 38-40, 228-230, 278-280

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Nebraska College and Career Ready Standards
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Nebraska College and Career Ready Standards for English Language Arts 2021, Grade 1	ReadyGEN Grade 1
LA.1.W.5: With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details.	
a. Introduce a topic.	TG U1: 208-210 TG U2: 178-180 TG U4: 168-170 TG U5: 208-210
b. Develop a topic using supporting facts and details.	TG U1: 168-170, 198-200, 248-250 TG U2: 168-170, 198-200, 218-220 TG U4: 178-180, 188-190, 218-220, 268-270 TG U5: 168-170, 218-220
c. Use words and phrases related to the topic.	For supporting content please see: TG U1: 238-240 TG U4: 178-180, 208-210, 238-240 TG U5: 238-240, 248-250
d. Provide a sense of closure.	TG U4: 228-230 TG U5: 258-260
LA.1.W.6: With prompting and support, identify information from provided sources to answer a question.	
a. Retell or recall information from provided sources.	TG U4: 258-260, 268-270 TG U5: 198-200, 218-220 TG U6: 198-200
b. Use provided print and/or digital tools to gather information and ideas to answer questions.	TG U1: 258-260 TG U4: 258-260 TG U5: 198-200, 218-220, 284
c. Sort evidence and information into categories.	TG U1: 208-210 TG U2: 228-230, 238-240
d. Use provided print and/or digital tools to gather information and ideas and to answer questions.	TG U1: 258-260 TG U4: 258-260 TG U5: 198-200, 218-220, 284

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Nebraska College and Career Ready Standards
for English Language Arts 2021, Grade 1**

Nebraska College and Career Ready Standards for English Language Arts 2021, Grade 1	ReadyGEN Grade 1
e. Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).	For supporting content please see: TG U1: 140, 288 TG U2: 170, 190 TG U3: 279, 280
Speaking and Listening	
Comprehension and Collaboration Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.	
LA.1.SL.1: Participate with peers and adults in structured discussions and routines about 1st grade topics and texts.	
a. Ask pertinent questions to acquire or confirm information.	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, 234 TG U6: 44, 162, 202, 232, 234, 262, 288
b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	For supporting content, please see: TG U1: 113 TG U2: 274 TG U3: 182 TG U4: 52, 72, 102 TG U5: 12, 82, 102 TG U6: 192, 194, 242
c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	TG U2: 70 TG U3: 179 TG U4: 274
d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	TG U1: 113 TG U2: 114, 174, 274 TG U3: 134 TG U4: 52, 72, 102 TG U5: 12, 82, 102, 244 TG U6: 192, 194, 242
e. Complete a task following one/two-step directions	For supporting content please see: TG U3: 137 TG U4: 83, 136, 209, 243, 288

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Presentation of Knowledge and Ideas Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.	
LA.1.SL.2: Tell a story or recount experiences with appropriate facts and pertinent descriptive details.	
a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts.	TG U1: 138, 148, 270 TG U2: 148, 288 TG U3: 139 TG U4: 148 TG U5: 288
b. Convey a personal perspective with clear reasons.	TG U2: 30, 40, 70, 80, 90, 130 TG U3: 180, 190, 255 TG U6: 30, 60, 140, 200, 220, 270, 288
c. With prompting and support, explain the purpose of information being presented.	TG U1: 170, 190, 230, 240 TG U2: 220, 230, 250, 260 TG U3: 170 TG U4: 170, 190, 200, 210, 260 TG U5: 250 TG U6: 90
d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).	For supporting content please see: TG U1: 140 TG U3: 280 TG U4: 120, 249 TG U6: 119
e. Use appropriate visual and/or digital tools to support verbal communication.	TG U1: 74, 84, 100, 102, 200, 240, 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: 50, 60, 64, 66-67, 77

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