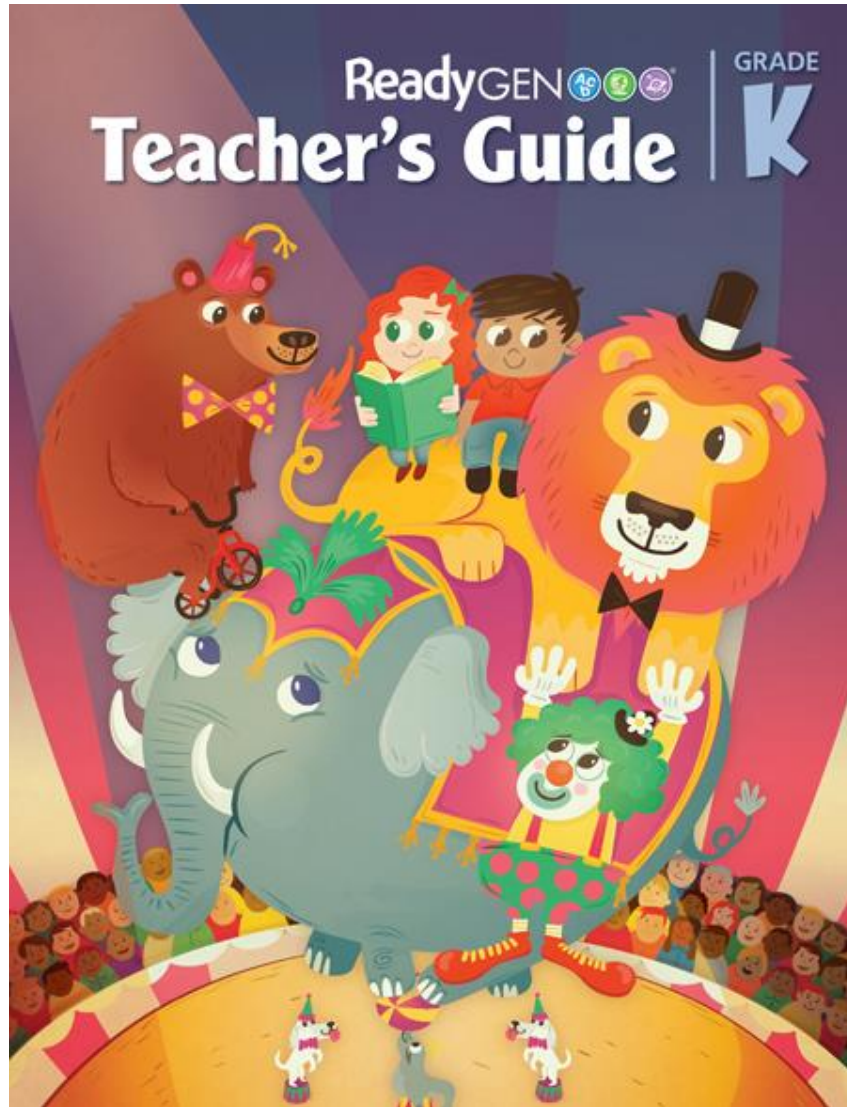


A Correlation of



To the

**New Jersey Student Learning Standards  
for English Language Arts  
Kindergarten**

# A Correlation of ReadyGEN, Kindergarten to the New Jersey Student Learning Standards for English Language Arts

## Introduction

This document demonstrates how **ReadyGEN** meets the New Jersey Learning 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** 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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| <b>RL Reading Literature Text</b>  |   |
| Key Ideas and Details  |   |
| <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> | <p><b>TG U1:</b> 26-27, 32-33, 34, 35-37, 62-63, 64, 65-67, 85-87, 106-107, 136-137, 186-188<br/> <b>TG U2:</b> 42-43, 52-53, 72-74, 76-77, 112-114<br/> <b>TG U3:</b> 13, 33, 86-87, 106-107, 136-137<br/> <b>TG U4:</b> 32-34, 36-37, 86-87, 132-135, 136-137, 236-237<br/> <b>TG U5:</b> 33-34, 62-63, 64-65, 66-67, 86-87, 136-137, 186-187<br/> <b>TG U6:</b> 13, 22-24, 26-27, 82-84, 132, 134, 136-137, 272, 274, 276-278</p>  |
| <p>RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p>       | <p><b>TG U1:</b> 72-74, 76-77, 132-134, 136-137<br/> <b>TG U2:</b> 16-17, 64, 66-67, 122-123, 124, 126-128<br/> <b>TG U3:</b> 28-30, 52-54, 55-56, 88-90, 138-140, 234<br/> <b>TG U4:</b> 32, 33, 34, 92, 112, 116-117, 226-227<br/> <b>TG U5:</b> 35, 106-107, 112, 132, 134, 137, 166-167, 182, 202, 222, 234, 267<br/> <b>TG U6:</b> 14, 16-17, 42, 62, 87, 272</p>  |
| <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>                                    | <p><b>TG U1:</b> 22-24, 26-27, 92-94, 96-97, 102-103, 106-107<br/> <b>TG U2:</b> 12-13, 32-33, 34-36, 102-104, 106-107, 132-134, 134-135<br/> <b>TG U3:</b> 12-14, 16-17, 82-84, 92-94, 96-97, 112-113, 114, 116-117<br/> <b>TG U4:</b> 62-64, 66-67, 82-84, 102-104, 106-107, 112-113, 114, 116-117<br/> <b>TG U5:</b> 12-13, 32-34, 63, 67, 72-74, 82-84, 87, 102-104, 106-107, 122-123<br/> <b>TG U6:</b> 12, 14, 16-17, 22, 24, 26-27, 32-33, 232, 234, 252, 254, 256-257</p> |

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| <b>Craft and Structure</b>  |  |
| RL.K.4 Ask and answer questions about unknown words in a text.  | <b>TG U1:</b> 44, 46-47, 52-54, 56-57, 114<br><b>TG U2:</b> 44-47, 84-87<br><b>TG U3:</b> 22, 24, 26-27, 32, 34, 62-63, 67, 72, 74, 76-77, 132-134<br><b>TG U4:</b> 22, 24, 26-27, 52-54, 56-57, 72-75, 76-77, 92-94, 96-97<br><b>TG U5:</b> 42, 44, 52, 54-56, 56-57, 72-74, 112-114, 116-117, 202, 204, 206-207<br><b>TG U6:</b> 42, 44, 46-47, 52, 54, 62, 64   |
| RL.K.5 Recognize common types of texts (e.g., storybooks, poems).   | <b>TG U1:</b> 82, 84<br><b>TG U2:</b> 12, 22, 82, 182, 212<br><b>TG U3:</b> 32, 55, 85, 135, 182, 232<br><b>TG U4:</b> 22, 65, 92, 135, 202, 242<br><b>TG U5:</b> 12, 14-15, 16-17, 42, 82, 84, 87, 92, 122, 182, 242<br><b>TG U6:</b> 32, 72, 74, 92, 182, 192, 252, 262  |
| RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.   | <b>TG U1:</b> 14-15, 16-17<br><b>TG U2:</b> 54-57, 62<br><b>TG U3:</b> 38-40, 43, 162, FS3<br><b>TG U4:</b> 12, 14, 16-17<br><b>TG U5:</b> 92-94, 96-98<br><b>TG U6:</b> 232   |
| <b>Integration of Knowledge and Ideas</b>   |  |
| RL.K.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). | <b>TG U1:</b> 12-13, 16-17, 42-44, 44-46, 46-47, 96-97, 112-113<br><b>TG U2:</b> 22-23, 62-63, 72-74, 92-94, 96-97, 114, 116-117<br><b>TG U3:</b> 47, 102-104, 106-107, 172-174, 176-177<br><b>TG U4:</b> 13, 22-23, 42-44, 45-47, 52-53, 62-64, 66-67, 82, 92-94, 107-109, 162-163, 167, 172-173, 182<br><b>TG U5:</b> 22-24, 26-27, 34, 52, 66-67, 113, 132, 192, 212, 244, 246-247<br><b>TG U6:</b> 72-73, 74-75, 76-77, 202-204, 205-207 |

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| RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | <b>TG U1:</b> 122-123, 124, 126-127<br><b>TG U3:</b> 122-124<br><b>TG U4:</b> 12-14, 16-17, 32-34, 122-124, 126-127<br><b>TG U5:</b> 122-124, 126-127<br><b>TG U6:</b> 122-124, 126, 127   |
| <b>Range of Reading and Level of Text Complexity</b>  |  |
| RL.K.10 Actively engage in group reading activities with purpose and understanding.                                       | <b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132<br><b>TG U2:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132<br><b>TG U3:</b> 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 162, 172<br><b>TG U4:</b> 12, 22, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132<br><b>TG U5:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132<br><b>TG U6:</b> 12, 22, 32, 42, 52, 62, 72, 122, 132, 232, 242, 252, 262, 272  |
| <b>RI Reading Informational Text</b>  |  |
| <b>Key Ideas and Details</b>  |  |
| RI.K.1 With prompting and support, ask and answer questions about key details in a text.                                  | <b>TG U1:</b> 162-164, 182-184, 212-214, 216-217, 242-244, 246-247, 252, 262-263, 266-267<br><b>TG U2:</b> 42-43, 52-53, 64, 66-67, 202-204, 206-207, 232-234, 236-237, 264, 266-267<br><b>TG U3:</b> 182-184, 186-187, 192-194, 196-197, 242-243, 244, 246-247<br><b>TG U4:</b> 192-194, 196-197, 242-244, 246-247<br><b>TG U5:</b> 62-64, 66-67, 132-134, 136-137, 212-214, 214-216, 236-237<br><b>TG U6:</b> 92-94, 96-97, 132-134, 162-164, 166-167, 192-194, 196-197, 272, 274, 276-277 |
| RI.K.2 With prompting and support, identify the main topic and retell key details of a text.                              | <b>TG U1:</b> 172-174, 176-177, 222-224, 226-227, 246-247, 264, 266-267<br><b>TG U2:</b> 162-164, 166-167, 232, 263-264<br><b>TG U3:</b> 162-164, 166-167, 232-233, 234, 236-237<br><b>TG U4:</b> 162-164, 166-167, 222-224, 226-227<br><b>TG U5:</b> 162-164, 166-167, 232-234, 267<br><b>TG U6:</b> 82, 84, 93, 162-164, 166-167, 172  |

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| RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | <b>TG U1:</b> 202, 204, 206-207, 232-233, 234, 236-237<br><b>TG U2:</b> 182-184, 252-254, 256-257<br><b>TG U3:</b> 272-273, 274-276, 276-277<br><b>TG U4:</b> 182-184, 186-187, 252-254, 256-257<br><b>TG U5:</b> 26-27, 172, 174, 176, 176-177, 184<br><b>TG U6:</b> 102, 104, 106-107, 172, 174, 176-177, 222, 224, 226-227  |
| Craft and Structure  |  |
| RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.   | <b>TG U1:</b> 164, 194, 254-255, 256-257, 264-265, 272-273, 274-276<br><b>TG U2:</b> 192-194, 196-197, 242-243, 244-246<br><b>TG U3:</b> 202, 204-205, 206-207, 222-224, 226-227, 252-253, 254-256<br><b>TG U4:</b> 172-174, 176-177, 262-264, 266-267<br><b>TG U5:</b> 182, 184, 202-204, 206-207, 252, 254, 272, 274<br><b>TG U6:</b> 42-44, 46-47, 112, 114, 116-117, 212, 214, 216-217 |
| RI.K.5 Identify the front cover, back cover, and title page of a book.   | <b>TG U1:</b> 162-164, 166-167, 172, 192, 202, 262<br><b>TG U2:</b> 172-174, 176-177, 224-226<br><b>TG U3:</b> 162, 172, 174-175, 176-177, 226-227, 222-223, 224-225, 232, 242, 252<br><b>TG U4:</b> 12, 16-17, 162-163, 232-234<br><b>TG U5:</b> 12-13, 22, 25, 52, 224, 226-227  |
| RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.         | <b>TG U1:</b> 14, 16-17, 164, 166-167<br><b>TG U2:</b> 174-177, 224, 274, 276-277<br><b>TG U3:</b> 162, 182, 222, 274, 276-277<br><b>TG U4:</b> 12, 16-17, 162<br><b>TG U5:</b> 92-94, 96-97<br><b>TG U6:</b> 82, 197, 232, 277  |

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| Integration of Knowledge and Ideas   |   |
| RI.K.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). | <b>TG U1:</b> 14, 16-17, 192-193, 272-273, 274, 276-278<br><b>TG U2:</b> 222-223, 272-274, 276-277<br><b>TG U3:</b> 22-23, 32-33, 42-43, 52-53, 72-73, 82-83, 92-93, 102-103, 172-174, 176-178, 232-233, 272-273<br><b>TG U4:</b> 212-214, 216-217<br><b>TG U5:</b> 192-194, 196-197, 242-244, 246-247<br><b>TG U6:</b> 72-74, 76-77, 202-204, 206-207  |
| RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.   | <b>TG U1:</b> 212-213, 214, 216-217<br><b>TG U2:</b> 212-214, 216-217<br><b>TG U3:</b> 212-214, 216-217<br><b>TG U4:</b> 202-204, 206-207, 272-274, 276-277<br><b>TG U5:</b> 267<br><b>TG U6:</b> 12, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132  |
| RI.K.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).                         | <b>TG U1:</b> 206-207, 262-264<br><b>TG U2:</b> 212-214, 216-217, 262-263<br><b>TG U3:</b> 262-264, 265, 266-267<br><b>TG U5:</b> 262-264<br><b>TG U6:</b> 122-124, 126-127, 262-264, 266-267   |
| Range of Reading and Level of Text Complexity  |   |
| RI.K.10 Actively engage in group reading activities with purpose and understanding.  | <b>TG U1:</b> 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272<br><b>TG U2:</b> 162, 172, 182, 202, 212, 222, 232, 242<br><b>TG U3:</b> 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272<br><b>TG U4:</b> 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272<br><b>TG U5:</b> 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272<br><b>TG U6:</b> 82, 92, 102, 112, 122, 132, 162, 172, 182, 192, 202, 212, 222, 262, 272 |



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| <b>RF Reading Foundation Skills</b>  |  |
| Print Concepts   |  |
| RF.K.1 Demonstrate understanding of the organization and basic features of print.                          | <p><b>TG U1:</b> FS7, FS9, FS19, FS25<br/> <b>TG U2:</b> 12, 62, 72, 92, 112, 162, 192, 222, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS25<br/> <b>TG U3:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS19, FS25<br/> <b>TG U4:</b> 32, 42, 62, 102, 112<br/> <b>TG U5:</b> 82, 102, 162, 222<br/> <b>TG U6:</b> 31, 81, 131, 181, 231, FS5, FS6, FS11, FS13, FS15</p>   |
| RF.K.1.A Follow words from left to right, top to bottom, and page by page.                                 | <p><b>TG U1:</b> FS5, FS6, FS11, FS12, FS13, FS14, FS15, FS17, FS22, FS23, FS25, FS26<br/> <b>TG U2:</b> 52, 62-63, 112-114, 222-224, FS3, FS4, FS5, FS6, FS7, FS11, FS13, FS15, FS19, FS25<br/> <b>TG U3:</b> 112, FS6, FS7, FS11, FS13, FS15, FS19, FS25<br/> <b>TG U4:</b> 32, 62, 162, 222, FS3, FS7, FS11, FS15, FS19, FS25<br/> <b>TG U5:</b> 162, 202, FS3, FS11, FS15, FS19, FS23<br/> <b>TG U6:</b> 112, 162, 232, FS3, FS7, FS11, FS15, FS19, FS23</p> |
| RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters. | <p><b>TG U1:</b> FS2, FS3, FS4, FS8, FS9, FS16<br/> <b>TG U2:</b> FS19, FS23, FS25<br/> <b>TG U3:</b> 21, 71, 221, 271, FS19, FS23<br/> <b>TG U4:</b> FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24<br/> <b>TG U5:</b> 81, 181, 231<br/> <b>TG U6:</b> 31, 81, 131, 181, 231</p>  |
| RF.K.1.C Understand that words are separated by spaces in print.   | <p><b>TG U1:</b> FS5, FS7, FS15, FS21, FS23<br/> <b>TG U2:</b> FS5, FS9, FS17, 102, 122, 172, 202, 262<br/> <b>TG U3:</b> 72, 122, 172, 212, FS5, FS9<br/> <b>TG U4:</b> 42, 72, 122, 172, FS5, FS9<br/> <b>TG U5:</b> 212<br/> <b>TG U6:</b> 92, 122</p>  |

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| RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.       | <p><b>TG U1:</b> FS2, FS3, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS17, FS18</p> <p><b>TG U2:</b> FS2, FS6, FS10, FS14, FS18</p> <p><b>TG U3:</b> FS2, FS6, FS10, FS14</p> <p><b>TG U4:</b> FS2, FS6, FS10, FS14, FS18</p> <p><b>TG U5:</b> FS2, FS4, FS5, FS6, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS21, FS22, FS24, FS25</p>   |
| Phonological Awareness  |  |
| RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | <p><b>TG U1:</b> FS2, FS4, FS6, FS8, FS10, FS14, FS16, FS18, FS20, FS24</p> <p><b>TG U2:</b> FS2, FS4, FS6, FS8, FS10, FS12, FS13, FS14, FS15, FS16, FS17, FS18, FS20, FS21, FS22, FS24, FS26</p> <p><b>TG U3:</b> FS2, FS4, FS6, FS8, FS10, FS14, FS16, FS17, FS18, FS20, FS21, FS22, FS24, FS25</p> <p><b>TG U4:</b> FS2, FS4, FS6, FS8, FS10, FS14, FS16, FS18, FS20, FS24</p> <p><b>TG U5:</b> FS2, FS4, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p><b>TG U6:</b> FS2, FS4, FS6, FS10, FS14, FS18, FS20, FS24</p> |
| RF.K.2.A Recognize and produce rhyming words.                                       | <p><b>TG U1:</b> 32, 43, 63, 102, 182, 232, FS2, FS4</p> <p><b>TG U2:</b> 22, 182, 212</p> <p><b>TG U3:</b> 32</p> <p><b>TG U4:</b> 92, 202, 242</p> <p><b>TG U5:</b> 42-43, 92, 127, 242</p> <p><b>TG U6:</b> 72, 92, 182, 192, 233, 252, 263-264, 267</p>  |
| RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.            | <p><b>TG U1:</b> FS6, FS8</p> <p><b>TG U2:</b> FS4</p> <p><b>TG U3:</b> FS2, FS4, FS6, FS10, FS12, FS16, FS20, FS24</p> <p><b>TG U4:</b> FS8</p> <p><b>TG U5:</b> FS2, FS4, FS8, FS9, FS18, FS22, FS24</p> <p><b>TG U6:</b> FS2, FS6, FS10, FS14, FS18</p>   |
| RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.        | <p><b>TG U1:</b> FS21</p> <p><b>TG U3:</b> FS8, FS16, FS20</p> <p><b>TG U4:</b> 114a-114b, FS8</p> <p><b>TG U5:</b> FS2, FS4, FS18, FS22, FS24</p>   |

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| RF.K.2.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/.) | <p><b>TG U1:</b> FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p><b>TG U2:</b> FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p><b>TG U3:</b> FS2, FS4, FS6, FS10, FS12, FS16, FS18, FS20, FS22, FS24</p> <p><b>TG U4:</b> FS14, FS16, FS18, FS20, FS22, FS24</p> <p><b>TG U5:</b> FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p><b>TG U6:</b> FS2, FS4, FS6, FS8, FS14</p>         |
| RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.   | <p><b>TG U1:</b> FS11, FS12, FS14</p> <p><b>TG U2:</b> FS8</p> <p><b>TG U3:</b> FS8</p> <p><b>TG U4:</b> FS8</p> <p><b>TG U5:</b> FS16, FS20</p> <p><b>TG U6:</b> FS8, FS12, FS16, FS22, FS24</p>  |
| <b>Phonics and Word Recognition</b>  |  |
| RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.   | <p><b>TG U1:</b> FS21, FS23, FS25</p> <p><b>TG U2:</b> FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23</p> <p><b>TG U3:</b> FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23</p> <p><b>TG U4:</b> FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23</p> <p><b>TG U5:</b> FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23</p> <p><b>TG U6:</b> FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19</p> |
| RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.  | <p><b>TG U1:</b> FS18, FS20, FS20, FS22, FS24</p> <p><b>TG U2:</b> FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U3:</b> FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23</p> <p><b>TG U4:</b> FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23</p> <p><b>TG U5:</b> FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p>                                     |

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| <p style="text-align: center;"><b>New Jersey Student Learning Standards for<br/>English Language Arts</b></p>                                      | <p style="text-align: center;"><b>ReadyGEN<br/>Kindergarten</b></p>  |
|--|--|
| <p>RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>                               | <p><b>TG U1:</b> FS3, FS4, FS5, FS6, FS7, FS10, FS11, FS14, FS15<br/> <b>TG U2:</b> FS2, FS3, FS4, FS5, FS6, FS7, FS10, FS11, FS12, FS13, FS18, FS19, FS20<br/> <b>TG U3:</b> FS18, FS19, FS21, FS22, FS23, FS24, FS25<br/> <b>TG U4:</b> 271, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25<br/> <b>TG U5:</b> FS10, FS12, FS13, FS14, FS15, FS16, FS17<br/> <b>TG U6:</b> FS3, FS4, FS5, FS6, FS7, FS8, FS9, FS11, FS12, FS14, FS15, FS16, FS18, FS19, FS21, FS25</p>                             |
| <p>RF.K.3.C Read high-frequency and sight words with automaticity.</p>   | <p><b>TG U1:</b> FS3, FS5, FS7, FS11, FS15, FS19, FS23<br/> <b>TG U2:</b> FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25<br/> <b>TG U3:</b> 75, 125, 175, 275, FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25<br/> <b>TG U4:</b> 125, 175, 275, FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19<br/> <b>TG U5:</b> FS3, FS5, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25<br/> <b>TG U6:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> |
| <p>RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p> | <p><b>TG U2:</b> FS4<br/> <b>TG U4:</b> FS2, FS4<br/> <b>TG U5:</b> FS8, FS12<br/> <b>TG U6:</b> FS12</p>  |

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|---|---|
| Fluency   |   |
| RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. |   |
| RF.K.4.A Read emergent-readers with purpose and understanding.  | <p><b>TG U1:</b> 17, 27, 67, 97, 127, 177, 217, 247, 277, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U2:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U3:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U4:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U5:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U6:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> |
| RF.K.4.B Read grade level text for purpose and understanding.   | <p><b>TG U1:</b> 17, 27, 67, 97, 127, 177, 217, 247, 277, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U2:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U3:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U4:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U5:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p><b>TG U6:</b> FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> |

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|---|---|
| <b>W Writing</b>  |   |
| Text Types and Purposes   |   |
| <p>W.K.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...).</p> | <p><b>TG U2:</b> 168-170, 178-180, 188-190, 198-200, 208-210, 218-220, 228-230, 238-240, 248-250, 258-260, 268-270</p> <p><b>TG U5:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 98-100, 108-110, 118-120, 128-130, 138-140</p> <p><b>TG U6:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 118-120, 128-130, 138-140, 208-210, 218-220, 228-230</p>  |
| <p>W.K.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.</p>  | <p><b>TG U1:</b> 168-170, 178-180, 188-190, 198-200, 208-210, 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280</p> <p><b>TG U3:</b> 168-170, 178-180, 188-190, 198-200, 208-210, 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280</p> <p><b>TG U4:</b> 168-170, 178-180, 188-190, 198-200, 208-210, 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280</p> <p><b>TG U5:</b> 168-170, 178-180, 188-190, 198-200, 208-210, 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280</p> |
| <p>W.K.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.</p>   | <p><b>TG U1:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 98-100, 108-110, 118-120, 128-130, 138-140</p> <p><b>TG U2:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 98-100, 108-110, 118-120, 128-130, 138-140</p> <p><b>TG U3:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 98-100, 108-110, 118-120, 128-130, 138-140</p> <p><b>TG U4:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 98-100, 108-110, 118-120, 128-130, 138-140</p>   |

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|---|---|
| <b>Production and Distribution of Writing</b>   |   |
| W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details). | <b>TG U1:</b> 68-70, 98-90, 98-100, 108-110, 248-250<br><b>TG U2:</b> 88-90, 118-120, 198-200<br><b>TG U3:</b> 78-80, 108-110<br><b>TG U4:</b> 68-70, 108-110, 118-120, 258-260<br><b>TG U5:</b> 48-50, 198-200<br><b>TG U6:</b> 58-60, 108-110, 248-250  |
| W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.                  | <b>TG U1:</b> 20, 50, 70, 80, 110, 140, 170, 180, 210, 230, 240, 270<br><b>TG U2:</b> 30, 60, 90, 100, 120, 130, 170, 140, 180, 190, 200, 220, 260<br><b>TG U3:</b> 20, 40, 70, 110, 130, 140, 170, 210, 230, 250, 270<br><b>TG U4:</b> 50, 80, 100, 120, 180, 200, 220, 230, 240, 250, 260<br><b>TG U5:</b> 40, 50, 60, 70, 90, 100, 130, 140, 180, 200, 220, 250<br><b>TG U6:</b> 20, 50, 70, 90, 100, 140, 190, 220, 240, 260, 270 |
| <b>Research to Build and Present Knowledge</b>  |   |
| W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).                       | <b>TG U1:</b> 18-20, 28-30, 68-70, 98-100, 128-130, 198-200, 208-210, 218-220, 238-240, 248-250, 258-260, 268-270, 278-280<br><b>TG U2:</b> 18-20, 38-40, 128-130, 138-140, 278-280<br><b>TG U3:</b> 28-30, 98-100, 178-180, 198-200, 258-260<br><b>TG U4:</b> 38-40, 98-100, 178-180, 188-190, 218-220, 238-240, 248-250<br><b>TG U5:</b> 88-90, 98-100, 128-130, 228-230, 238-240, 258-260<br><b>TG U6:</b> 268-270, 278-280        |
| W.K.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> 278-280<br><b>TG U2:</b> 68-70<br><b>TG U3:</b> 198-200<br><b>TG U4:</b> 238-240<br><b>TG U5:</b> 88-90, 228-230, 238-240, 282<br><b>TG U6:</b> 38-40, 178-180, 198-200, 268-270, 278-280   |

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| <b>SL Speaking and Listening</b>  |   |
| Comprehension and Collaboration   |   |
| SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   | <p><b>TG U1:</b> 13-14, 23-24, 33-34, 53-54, 73-74, 93-94, 103-104, 123-124, 173-174, 193-194, 213-214, 233-234, 243-244, 263-264</p> <p><b>TG U2:</b> 13-14, 43, 63, 83, 113, 163, 173, 183, 203, 213, 233, 243, 253, 263</p> <p><b>TG U3:</b> 33, 53, 73, 93, 103, 163, 193, 203, 223, 233, 243, 253, 263</p> <p><b>TG U4:</b> 13, 43, 63, 83, 113, 123, 173, 193, 213, 223, 243, 253, 263, 273</p> <p><b>TG U5:</b> 23, 33, 43, 63, 93, 113, 163, 183, 203, 223, 213, 233, 243, 253, 263,</p> <p><b>TG U6:</b> 13, 23, 53, 73, 83, 123, 113, 173, 193, 213, 223, 243, 253, 263</p> |
| SL.K.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).  | <p><b>TG U1:</b> 13, 23, 43, 113, 148, 233, 263</p> <p><b>TG U2:</b> 13, 23, 43, 113, 163, 173, 288</p> <p><b>TG U3:</b> 13, 103, 113, 173-174</p> <p><b>TG U4:</b> 13-15, 23-24, 43, 113, 163, 223</p> <p><b>TG U5:</b> 33, 43, 63, 74, 83, 104, 113, 123, 204, 224</p> <p><b>TG U6:</b> 24, 43, 63, 74, 84, 94, 113, 124, 184</p>   |
| SL.K.1.B Continue a conversation through multiple exchanges.  | <p><b>TG U1:</b> 33, 63, 83, 103, 123, 163, 203, 213, 243, 273</p> <p><b>TG U2:</b> 33, 53, 83, 103, 123, 183, 203, 239, 257, 263, 273</p> <p><b>TG U3:</b> 33, 63, 123, 183, 263</p> <p><b>TG U4:</b> 33, 63, 74, 83, 103, 123, 133, 174, 193, 253, 263, 273</p> <p><b>TG U5:</b> 83, 103, 123, 163, 194, 213, 253</p> <p><b>TG U6:</b> 13, 23, 33, 53, 73, 83, 103, 123, 163-164, 193, 203, 213, 223, 274</p>   |
| SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | <p><b>TG U1:</b> 223</p> <p><b>TG U2:</b> 193, 203, 207</p> <p><b>TG U3:</b> 124, 183, 203, 213, 223, 253</p> <p><b>TG U4:</b> 54, 63-65, 173, 193-194, 197</p> <p><b>TG U5:</b> 44, 53, 63, 73, 93, 223</p> <p><b>TG U6:</b> 44, 94, 214, 216-217, 243</p>   |



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| SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.    | <b>TG U1:</b> 33, 63, 67, 247, 253<br><b>TG U2:</b> 193, 203, 207<br><b>TG U3:</b> 183, 196, 203, 213-214, 223-224, 246-247, 253-254<br><b>TG U4:</b> 63-64, 173-174, 193-194, 197<br><b>TG U5:</b> 43-44, 53, 63, 73, 223<br><b>TG U6:</b> 37, 44, 94, 96-97, 124, 126-127, 134, 136-137, 194, 196-197  |
| Presentation of Knowledge and Ideas   |  |
| SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | <b>TG U1:</b> 28-30, 63, 68-70, 78-80, 98-100, 122, 163, 178-180, 228-230, 268-270<br><b>TG U2:</b> 18-20, 88-90, 118-120, 213, 238-240, 256-257<br><b>TG U3:</b> 43, 46-47, 48-50, 64, 96-97, 116, 173, 176<br><b>TG U4:</b> 58-60, 104, 106-107, 224, 252, 254<br><b>TG U5:</b> 13, 23, 27, 72, 96, 104, 106, 182, 194, 196-197, 232, 242, 254<br><b>TG U6:</b> 14, 16-17, 24, 26-27, 34, 36-37, 244 |
| SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.                   | <b>TG U1:</b> 28-30, 98-100<br><b>TG U2:</b> 18-20, 28-30, 108-110, 118-120, 268-270<br><b>TG U3:</b> 188-190, 198-200<br><b>TG U4:</b> 100, 110, 120, 128-130, 178-180, 268-270<br><b>TG U5:</b> 78-80, 118-120, 128-130, 208-210, 268-270<br><b>TG U6:</b> 18-20, 118-110, 258-260   |
| SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.   | <b>TG U1:</b> 26, 40, 52, 82, 148, 190, 210, 220, 227, 230, 260, 288<br><b>TG U2:</b> 25, 40, 84, 148, 164, 166, 195<br><b>TG U3:</b> 25, 115, 135, 166, 195, 288<br><b>TG U4:</b> 25, 115, 166, 195, 255<br><b>TG U5:</b> 45, 82, 115, 175, 190, 210, 220, 230, 255<br><b>TG U6:</b> 65, 82, 95, 185, 255   |

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| <b>L Language</b>  |   |
| Conventions of Standard English  |   |
| L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | <p><b>TG U1:</b> 20-21, 40-41, 60-61, 80-81, 100-101, 110-111, 130-131, 170-171, 190-191, 210-211, 220-221, 240-241, 260-261, 280-281</p> <p><b>TG U2:</b> 20-21, 30-31, 50-51, 60-61, 70-71, 120-121, 130-131, 170-171, 180-181, 200-201, 230-231, 250-251, 270-271</p> <p><b>TG U3:</b> 30-31, 90-91, 100-101, 130-131, 140-141, 180-181, 190-191, 200-201, 210-211, 230-231, 240-241, 250-251, 260-261, 280-281</p> <p><b>TG U4:</b> 40-41, 60-61, 80-81, 100-101, 110-111, 130-131, 180-181, 190-191, 200-201, 210-211, 230-231, 250-251, 260-261, 270-271, 280-281</p> <p><b>TG U5:</b> 30-31, 40-41, 60-61, 80-81, 100-101, 120-121, 140-141, 180-181, 200-201, 240-241, 250-251, 260-261, 280-281</p> <p><b>TG U6:</b> 30-31, 40-41, 50-51, 60-61, 90-91, 130-131, 140-141, 190-191, 200-201, 210-211, 230-231, 240-241, 250-251, 260-261, 270-271</p> |
| L.K.1.A Print many upper- and lowercase letters.   | <p><b>TG U1:</b> 14a-14b, 21, 24b, 31, 34a-34b, 41, 44a, 51, 54a, 61, 64b, 71, 74b, 81, 84b, 91, 94a, 101, 104a, 111, 114b, 124b, 134b, 164b, 174b, 184b, 194a, 204a, FS3, FS8, FS10, FS14, FS17</p> <p><b>TG U3:</b> 31, 81, 131, 181, 231, 281</p> <p><b>TG U4:</b> 31, 81, 131, 181, 231, 281</p> <p><b>TG U5:</b> 31, 81, 141, 181, 231, 281</p> <p><b>TG U6:</b> 31, 81, 131, 181, 231</p>   |
| L.K.1.B Use frequently occurring nouns and verbs.  | <p><b>TG U1:</b> 170-171, 180-181, 190-191, 200-201, 230-231</p> <p><b>TG U2:</b> 20-21, 30-31, 60-61, 180-181, 120-121</p> <p><b>TG U3:</b> 90-91, 100-101, 110-111</p> <p><b>TG U4:</b> 40-41, 50-51, 60-61, 90-91, 100-101, 110-111</p> <p><b>TG U5:</b> 190-191, 200-201, 210-211, 240-241, 250-251, 260-261</p> <p><b>TG U6:</b> 190-191, 200-201, 210-211, 250-251</p>  |

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| L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).                          | <b>TG U1:</b> 180-181, 190-191, 200-201, 210-211, 220-221, 230-231<br><b>TG U3:</b> 90-91, 100-101, 250-251<br><b>TG U5:</b> 190-191, 200-201, 210-211<br><b>TG U6:</b> 190-191, 200-201   |
| L.K.1.D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).                     | <b>TG U1:</b> 240-241, 250-251<br><b>TG U2:</b> 100-101<br><b>TG U3:</b> 168-170<br><b>TG U4:</b> 188-190<br><b>TG U5:</b> 40-41, 50-51  |
| L.K.1.E Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).            | <b>TG U2:</b> 230-231, 240-241, 250-251, 260-261, 270-271<br><b>TG U3:</b> 190-191, 200-201, 210-211<br><b>TG U5:</b> 113<br><b>TG U6:</b> 270-271, 280-281  |
| L.K.1.F Produce and expand complete sentences in shared language activities.   | <b>TG U1:</b> 131, 260-261<br><b>TG U2:</b> 50-51, 70-71, 110-111, 120-121, 170-171, 180-181, 200-201, 210-211<br><b>TG U3:</b> 140-141, 180-181, 240-241, 250-251, 260-261<br><b>TG U4:</b> 190-191, 200-201, 210-211, 230-231, 280-281<br><b>TG U5:</b> 90-91, 100-101, 110-111, 120-121<br><b>TG U6:</b> 40-41, 90-91, 100-101, 240-241, 250-251, 260-261   |
| L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | <b>TG U1:</b> 22, 89, 121, 131, 141, 271, 281<br><b>TG U2:</b> 40-41, 80-81, 90-91, 120-121, 130-131, 190-191, 220-221<br><b>TG U3:</b> 20-21, 40-41, 50-51, 60-61, 170-171, 220-221, 270-271<br><b>TG U4:</b> 30-31, 70-71, 120-121, 140-141, 170-171, 240-241, 260-261<br><b>TG U5:</b> 60-61, 70-71, 110-111, 120-121, 130-131, 170-171, 220-221<br><b>TG U6:</b> 20-21, 50-51, 60-61, 70-71, 110-111, 140-141, 180-181 |

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| L.K.2.A Capitalize the first word in a sentence and the pronoun I.                           | <b>TG U1:</b> 120-121, 140-141<br><b>TG U2:</b> 230-231<br><b>TG U3:</b> 50-51, 60-61<br><b>TG U4:</b> 140-141, 240-241<br><b>TG U5:</b> 60-61, 90-91, 100-101, 110-111, 120-121<br><b>TG U6:</b> 140-141   |
| L.K.2.B Recognize and name end punctuation.  | <b>TG U1:</b> 131<br><b>TG U2:</b> 80-81, 130-131<br><b>TG U3:</b> 130-131, 168-170<br><b>TG U4:</b> 30-31, 80-81, 130-131, 230-231, 250-251, 260-261<br><b>TG U5:</b> 90-91, 100-101, 110-111, 120-121, 230-231<br><b>TG U6:</b> 50-51, 60-61, 110-111   |
| L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).      | <b>TG U1:</b> 270-271, 280-281<br><b>TG U2:</b> 190-191, 220-221<br><b>TG U3:</b> 220-221<br><b>TG U4:</b> 20-21, 70-71, 120-121, 170-171, 220-221, 270-271<br><b>TG U5:</b> FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24<br><b>TG U6:</b> FS24, FS25   |
| L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | <b>TG U1:</b> 271, 283<br><b>TG U2:</b> 41, 91, 141, 191, 221, FS4, FS3, FS5, FS6<br><b>TG U3:</b> 20-21, 70-71, 120-121, 170-171, 220-221, 270-272, FS8, FS9, FS10<br><b>TG U4:</b> 70-71, 120-121, 220-221, 270-271, FS4, FS8, FS9, FS10, FS12, FS13, FS14, FS20, FS21<br><b>TG U5:</b> 70-71, 130-131, 170-171, 220-221, 270-271, FS12, FS13, FS14, FS20, FS21<br><b>TG U6:</b> 70-71, 120-121, 170-171, 220-221, FS20, FS21 |

**A Correlation of ReadyGEN, Kindergarten to the  
New Jersey Student Learning Standards for English Language Arts**

| <b>New Jersey Student Learning Standards for<br/>English Language Arts</b>   | <b>ReadyGEN<br/>Kindergarten</b>   |
|--|--|
| Knowledge of Language  |  |
| Vocabulary Acquisition and Use   |  |
| L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.      | <b>TG U1:</b> 43, 54, 113<br><b>TG U2:</b> 26-27, 46-47, 194-196, 197, 213<br><b>TG U3:</b> 34, 183, 223-225<br><b>TG U4:</b> 183, 213, 223, 253<br><b>TG U5:</b> 44-45, 46-47, 54-55, 56-57, 114-115, 116-117<br><b>TG U6:</b> 44, 46-47, 184, 187, 214, 216-217, 233 |
| L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). | <b>TG U1:</b> 43, 113<br><b>TG U3:</b> 34, 223, 183<br><b>TG U4:</b> 213, 183, 233, 253<br><b>TG U5:</b> 23, 44, 46-47, 73, 93<br><b>TG U6:</b> 184, 187, 233  |
| L.K.4.B Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.                     | <b>TG U2:</b> 46-47<br><b>TG U3:</b> 24-26, 74-75, 76-77<br><b>TG U5:</b> 274-275, 276-277   |
| L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.                                    | <b>TG U1:</b> 114, 116, 117<br><b>TG U5:</b> 74<br><b>TG U6:</b> 54, 56-57, 244, 246, 247  |
| L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.              | <b>TG U1:</b> 27, 184, 187<br><b>TG U2:</b> 187-188<br><b>TG U3:</b> 187-188<br><b>TG U4:</b> 56-57<br><b>TG U5:</b> 74, 76-77<br><b>TG U6:</b> 64, 66-67  |
| L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).           | <b>TG U2:</b> 24, 26-27<br><b>TG U3:</b> 214-216, 228-230  |
| L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).                      | <b>TG U1:</b> 194-195, 196-197<br><b>TG U4:</b> 74, 76-77<br><b>TG U5:</b> 182-184, 187<br><b>TG U6:</b> 112, 114, 116-117, 244-246  |

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| <p style="text-align: center;"><b>New Jersey Student Learning Standards for<br/>English Language Arts</b></p>  | <p style="text-align: center;"><b>ReadyGEN<br/>Kindergarten</b></p>  |
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| <p>L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> | <p><b>TG U1:</b> 114, 116, 116-117<br/> <b>TG U5:</b> 252-254, 256-257<br/> <b>TG U6:</b> 52, 54, 56-57</p>  |
| <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>                                     | <p><b>TG U1:</b> 14, 24, 34, 54, 74, 94, 114, 134, 174, 194, 214, 234, 254, 274<br/> <b>TG U2:</b> 24, 64, 84, 104, 124, 164, 174, 184, 204, 224, 244, 264, 274<br/> <b>TG U3:</b> 34, 44, 74, 84, 114, 134, 184, 194, 214, 234, 254, 274<br/> <b>TG U4:</b> 14, 34, 44, 64, 104, 124, 164, 184, 204, 234, 254, 264, 274<br/> <b>TG U5:</b> 24, 54, 64, 84, 94, 114, 124, 134, 174, 194, 214, 244, 264, 274<br/> <b>TG U6:</b> 34, 64, 84, 104, 124, 164, 184, 204, 224, 234, 244, 254, 264, 274</p> |