

A Correlation of



©2016

To the

South Carolina

College and Career Ready Standards

for English Language Arts

Grade 1

**A Correlation of ReadyGEN ©2016, Grade 1
To the South Carolina College- and Career-Ready Standards for
English Language Arts**

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *South Carolina College and Career Ready 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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GRADE ONE	
Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.	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
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U5: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U6: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	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

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3.2 Select the most important information, revise ideas, and record and communicate findings.	TG U1: 250, 260 TG U2: 220, 230, 240, 270, 288 TG U3: 90 TG U4: 260, 270 TG U5: 90, 200, 210, 288 TG U6: 30, 60, 200
Standard 4: Synthesize information to share learning and/or take action.	
4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.	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
4.2 Determine appropriate tools to communicate findings.	TG U1: 250, 260 TG U2: 220, 230, 240, 270, 288 TG U3: 90 TG U4: 260, 270 TG U5: 90, 200, 210, 288 TG U6: 30, 60, 200
4.3 Reflect on findings and take action.	Supporting Content: TG U1: 250, 260 TG U2: 220, 230, 240, 270, 288 TG U3: 90 TG U4: 260, 270 TG U5: 90, 200, 210, 288 TG U6: 30, 60, 200

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Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.	
5.1 Recognize the value of individual and collective thinking.	<p>The objective is met throughout the program. Refer to the following examples:</p> <p>TG U1: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134</p> <p>TG U2: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134</p> <p>TG U3: 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 122, 123, 124, 132, 133, 134, 162, 163, 164, 172, 173, 174</p> <p>TG U4: 12, 13, 14, 22, 23, 24, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 112, 113, 114, 122, 123, 124, 132, 133, 134</p> <p>TG U5: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134</p> <p>TG U6: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 122, 123, 124, 232, 233, 234, 242, 243, 244, 262, 263, 264, 272, 273, 274</p>
5.2 Monitor and assess learning to guide inquiry.	<p>TG U1: 168-170, 218-220, 228-230, 258-260</p> <p>TG U2: 218-220</p> <p>TG U4: 268-270, 278-280</p> <p>TG U5: 198-200, 218-220, 228-230, 238-240</p> <p>TG U6: 28-30, 58-60, 198-200</p>
5.3 Articulate the thinking process.	<p>Supporting Content:</p> <p>TG U1: 168-170, 218-220, 228-230, 258-260</p> <p>TG U2: 218-220</p> <p>TG U4: 268-270, 278-280</p> <p>TG U5: 198-200, 218-220, 228-230, 238-240</p> <p>TG U6: 28-30, 58-60, 198-200</p>

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Reading –Literary Text (RL)	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 Recognize the distinguishing features of a sentence.	TG U1: 41, 52, 112, 121, 132, 141, FS7, FS13 TG U2: 82, 132, 172, FS7, FS9, FS11, FS13 TG U3: 32, 42, 132, FS3, FS7, FS11 TG U5: 21, 31, 41 TG U6: 21, 31
<i>1.2 Students are expected to build upon and continue applying previous learning.</i>	<i>1.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards</i>
<i>1.3 Students are expected to build upon and continue applying previous learning.</i>	<i>1.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
<i>1.4 Students are expected to build upon and continue applying previous learning.</i>	<i>1.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	TG U1: 71 TG U3: FS6, FS10 TG U4: FS2, FS3 TG U5: 65, FS2, FS5, FS6, FS7
2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	TG U1: FS4, FS5, FS9, FS10, FS12, FS13 TG U2: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS22, FS24 TG U3: FS2, FS4, FS5, FS8, FS9, FS12, FS13 TG U4: FS2, FS4, FS5, FS6, FS9, FS10, FS13 TG U5: FS2, FS5, FS6, FS12, FS13 TG U6: FS6, FS10, FS14, FS18, FS24

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2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	TG U1: FS2, FS6, FS8, FS10, FS12 TG U2: FS2, FS4, FS6, FS8, FS10, FS22, FS24 TG U3: FS2, FS4, FS6, FS8, FS10, FS12 TG U4: FS2, FS4, FS6, FS12 TG U5: FS2, FS6, FS12 TG U6: FS6, FS10, FS14, FS18, FS24
2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	TG U2: FS8, FS12, FS14, FS16, FS22, FS24 TG U3: FS4, FS8, FS12 TG U4: FS2, FS6, FS12 TG U5: FS6, FS12 TG U6: FS6, FS10, FS14, FS18, FS24
<i>2.5 Students are expected to build upon and continue applying previous learning.</i>	<i>2.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards</i>
Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.	
3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	TG U3: FS2, FS3, FS5, FS12, FS13
3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	TG U4: FS4 TG U6: FS8
3.3 Read a two-syllable word by breaking the word into syllables.	TG U2: FS16, FS17 TG U4: FS5, FS9 TG U6: FS8, FS9
3.4 Use final-e and common vowel team conventions to read words with long vowel sounds.	TG U3: 115, FS6, FS7, FS9, FS10, FS11, TG U5: FS2, FS3, FS5, FS6, FS7, FS11, FS13 TG U6: 131
3.5 Read words with inflectional endings.	TG U4: FS10, FS11, FS13 TG U6: FS12

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3.6 Recognize and read grade-appropriate irregularly spelled words.	<p>TG U1: FS3, FS5, FS7, FS9, FS11, FS13</p> <p>TG U2: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS23, FS25</p> <p>TG U3: FS3, FS5, FS7, FS11, FS13</p> <p>TG U4: FS3, FS5, FS7, FS9, FS11, FS13</p> <p>TG U5: FS3, FS5, FS7, FS9, FS13</p> <p>TG U6: FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS23, FS25</p>
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read grade-level texts with purpose and understanding.	<p>TG U1: 12, 16, 17, 22, 26, 27, 32, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132</p> <p>TG U2: 12, 16, 17, 22, 26, 27, 32, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 162, 166, 167, 172, 176, 177, 182, 186, 187, 192, 196, 197, 202, 206, 207, 212, 216, 217</p> <p>TG U3: 12, 16, 17, 22, 26, 27, 32, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132</p> <p>TG U4: 12, 16, 17, 22, 26, 27, 32, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132</p> <p>TG U5: 12, 16, 17, 22, 26, 27, 32, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77</p> <p>TG U6: 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 162, 166, 167, 172, 176, 177, 182, 186, 187, 192, 196, 197, 202, 206, 207, 212, 216, 217, 222, 226, 227</p>
4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	<p>TG U1: 17, 27, 47, 67, 77, 87, 97, 117, 127</p> <p>TG U2: 17, 27, 47, 67, 77, 87, 97, 117, 127, 167, 177, 187, 197, 217</p> <p>TG U3: 17, 27, 47, 67, 77, 87, 97, 117, 127</p> <p>TG U4: 17, 27, 47, 67, 77, 87, 97, 117, 127</p> <p>TG U5: 17, 27, 47, 67, 77</p> <p>TG U6: 67, 77, 87, 97, 117, 167, 177, 187, 197, 217, 227</p>

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4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	TG U1: 73, 74 TG U2: 85, 86, 87 TG U3: 35, 75, 135 TG U4: 25, 65, 135 TG U5: 35 TG U6: 165, 265
Meaning and Context (MC)	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	TG U1: 13, 16-17, 53, 63, 73, 84, 86, 93, 113, 123, 133, 136-137, TR2 TG U2: 13, 17, 33, 63, 93, 103, 123, 133, 173, 174, 176, 182, 183, TR2 TG U3: 42, 92-94, 95-97, 102, TR2 TG U4: 11, 62, 92-94, 95-97, TR2 TG U5: 32-34, 43, 53, 63, 73, 123, 133, TR2 TG U6: 83, 85, 93, 112, 113, 123, 192-194, 195-197, TR2
5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	TG U1: TR62 TG U2: 12, 72, 162, TR62 TG U3: 12, 52, 72, TR62 TG U4: 12, 82, TR62 TG U5: 12, 42, TR62 TG U6: 62, 162, TR62
Standard 6: Summarize key details and ideas to support analysis of thematic development.	
6.1 Describe the relationship between the illustrations and the 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

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Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.	<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>
7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.	<p>TG U1: 62-63, 64, 66, 67, 102-103, 104, 116, 117</p> <p>TG U2: 132-133, 134, 136, 137, 262-263, 264, 266, 267, 272-273, 274, 276-277</p> <p>TG U3: 122-123, 124, 126, 127, 132-133, 134, 136, 137</p> <p>TG U4: 122-123, 124, 126, 127, 132-133, 134, 136, 137</p> <p>TG U5: 122-123, 124, 126, 127, 132-133, 134, 136, 137</p> <p>TG U6: 122-123, 124, 126, 127, 132-133, 134, 136, 137, 262-263, 264, 266, 267, 272-273, 274, 276, 277</p>
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 Read or listen closely to:	
a. describe characters' actions and feelings;	<p>TG U1: 22-24, 26, 27, 32-34, 43, 46, 47, 62-64, 66, 67, 102-103, TR64</p> <p>TG U2: 22-24, 26, 27, 42-44, 26, 47, 92-93, 102-104, 106, 107, 127, 163, 166, 167, 192, 193, TR64</p> <p>TG U3: 26, 23, 32-34, 36, 37, 82-84, 86, 87, TR64</p> <p>TG U4: 18-20, TR64</p> <p>TG U5: 12, 18-20, TR64</p> <p>TG U6: 82-83, 84, 86, 87, 212-213, 214, 216, 217, TR64</p>
b. compare and contrast characters' experiences to those of the reader;	<p>TG U1: 26, 43, 62-63, 64, 66, 67</p> <p>TG U2: 17, 23, 27, 33, 106</p>

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c. describe setting;	TG U1: 43, 82, 83, 84, 86, 87 TG U2: 12-13, 14, 16, 17, 34, 42-43, 83, 123 TG U3: 52-53, 54, 56, 57 TG U4: 22-23, 24, 26, 27 TG U5: 22-23, 24, 26, 27, 42-43, 44, 46, 47 TG U6: 162-163, 164, 166, 167
d. identify the plot including problem and solution; and	TG U1: 12-13, 14, 16, 17, 43, 44, 102-103, 104, 107, TG U2: 12-13, 14, 16, 17, 42-43, 162-163, 164, 166, 167, 192-193, 194, 196, 197 TG U3: 12-13, 14, 16, 17, 22-23, 24, 26, 27 TG U4: 12-13, 14, 16, 17, 62-63, 64, 66, 67 TG U5: 22-23, 24, 26, 27, 42-43, 44, 46, 47 TG U6: 82-83, 84, 86, 87
e. describe cause and effect relationships.	TG U1: 44, 102-103, TR32 TG U3: 12-13, 14, 16, 17, 61, TR32 TG U4: 103, TR32 TG U5: 22-23, 24, 26, 27, TR32
Language, Craft, and Structure (LCS)	
Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.	TG U2: 114, 115, 116, 117, TR49 TG U3: TR52 TG U6: 43
9.2 Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	TG U1: 82-84, 85, 86, 87, TR63, TR65 TG U2: 52, 72, 74, 75, 76, 77, TR63, TR65 TG U3: 42, 44, 46, 47, TR63, TR65 TG U4: 42, 44, 45, 46, 47, TR63, TR65 TG U5: 10, 14, 16, 32, 78, 80, 143, TR63, TR65 TG U6: 102, 103, 104, 106, 107, TR63, TR65

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Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
10.1 Ask and answer questions about known and unknown words.	<p>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, TR28-TR31</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 164, 174, 184, 194, 204, 264, 274, TR28-TR31</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, TR28-TR31</p> <p>TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, TR28-TR31</p> <p>TG U5: 14, 24, 34, 44, 54, 64, 74, 124, 134, TR28-TR31</p> <p>TG U6: 64, 74, 84, 94, 104, 114, 124, 134, 164, 174, 184, 194, 204, 214, 224, 264, 274, TR28-TR31</p>
10.2 Identify new meanings for familiar words and apply them accurately.	<p>TG U1: 77, 93</p> <p>TG U2: 54, 56-57, 94</p> <p>TG U3: 44, 46-47, 132-134</p> <p>TG U4: 32-34</p> <p>TG U5: 74, 76-77</p> <p>TG U6: 182-184, 186-187</p>
10.3 Use inflectional endings and affixes to determine the meaning of unknown words.	<p>TG U4: FS10, FS11, FS13</p> <p>TG U6: FS12</p>
10.4 Identify the individual words used to form a compound word.	TG U4: 82, 92, 102, FS8, FS9
10.5 Use print and multimedia resources to explore word relationships and nuances in word meanings.	<p>TG U1: 77, 93</p> <p>TG U2: 57, 62, 94, 183, 187</p> <p>TG U3: 46, 47, 107</p> <p>TG U4: 23</p> <p>TG U6: 237</p>

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10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	TG U1: 34, 44, 64, 77, 84, 93, 94, 104, 134, TG U2: 14, 34, 54, 56-57, 74, 84, 94, 104, 114, 134, 164, 174, 194, 264 TG U3: 24, 44, 46-47, 64, 74, 84, 104, 124, TG U4: 14, 44, 64, 74, 94, 104, 114, 124, TG U5: 14, 34, 54, 72, 74, 134 TG U6: 64, 114, 134, 194, 214, 224, 274
Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.	
11.1 Identify the author’s purpose—to explain, entertain, inform, or convince.	Supporting Content: TG U1: 199, TR57, TR59 TG U2: TR57, TR59 TG U3: TR57, TR59 TG U4: 283, TR57, TR59 TG U5: TR57, TR59 TG U6: TR57, TR59
11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.	TG U3: 72, 74, 76-77 TG U5: 23 TG U6: 63, 213
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 Classify literary texts according to characteristics of a genre.	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
12.2 Recognize how the author uses crafted text structures of recurring phrases and dialogue.	TG U1: 53, 59, 63, 74, 113, 123 TG U2: 32 TG U4: 44, 46, 87 TG U5: 12, 38, 39, 40, 72, 76, 77, 94, 95, 96, 97, 98, 99 TG U6: 82, 106, 107, 224, 226, 227, 231

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Range and Complexity (RC) Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	
13.1 Engage in whole and small group reading with purpose and understanding.	<p>TG U1: 12, 16, 17, 22, 26, 27, 32, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132</p> <p>TG U2: 12, 16, 17, 22, 26, 27, 32, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 162, 166, 167, 172, 176, 177, 182, 186, 187, 192, 196, 197, 202, 206, 207, 212, 216, 217</p> <p>TG U3: 12, 16, 17, 22, 26, 27, 32, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132</p> <p>TG U4: 12, 16, 17, 22, 26, 27, 32, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132</p> <p>TG U5: 12, 16, 17, 22, 26, 27, 32, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77</p> <p>TG U6: 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 162, 166, 167, 172, 176, 177, 182, 186, 187, 192, 196, 197, 202, 206, 207, 212, 216, 217, 222, 226, 227</p>
13.2 Read independently for sustained periods of time to build stamina.	<p>TG U1: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135</p> <p>TG U2: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 165, 185</p> <p>TG U3: 15, 25, 35, 45, 55, 65, 75, 85, 95, 115, 125, 135</p> <p>TG U4: 15, 25, 35, 45, 55, 65, 85, 105, 115, 125, 135</p> <p>TG U5: 15, 25, 35, 65, 75, 125, 135</p> <p>TG U6: 65, 75, 85, 95, 105, 115, 175, 185, 195, 205, 215, 225</p>

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13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	<p>TG U1: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134</p> <p>TG U2: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 162, 163, 164, 182, 183, 184</p> <p>TG U3: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 112, 113, 114, 122, 123, 124, 132, 133, 134</p> <p>TG U4: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 82, 83, 84, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134</p> <p>TG U5: 12, 13, 14, 22, 23, 24, 32, 33, 34, 62, 63, 64, 72, 73, 74, 122, 123, 124, 132, 133, 134</p> <p>TG U6: 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 172, 173, 174, 182, 183, 184, 192, 193, 193, 202, 203, 204, 212, 213, 214, 222, 223, 224</p>
Reading –Informational Text (RI)	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 Recognize the distinguishing features of a sentence.	<p>TG U1: FS15, FS19</p> <p>TG U2: 192, 252, FS15, FS19</p> <p>TG U4: 212, 251, 261, 271</p> <p>TG U5: 271</p> <p>TG U6: 251</p>
<i>1.2 Students are expected to build upon and continue applying previous learning.</i>	<i>1.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
<i>1.3 Students are expected to build upon and continue applying previous learning.</i>	<i>1.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>

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<i>1.4 Students are expected to build upon and continue applying previous learning.</i>	<i>1.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	TG U3: 275, FS14, FS18, FS22 TG U5: 101, FS11, FS14, FS15
2.2 Produce single-syllable words by blending sounds, including consonant blends in spoken words.	TG U1: FS14, FS16, FS18, FS22, FS24 TG U2: FS18, FS20, FS22, FS24 TG U3: FS16, FS17, FS22 TG U4: FS16, FS20, FS24, FS25 TG U5: FS9, FS10, FS12, FS13, FS14, FS16, FS20, FS24, FS25 TG U6: FS2, FS5, FS21, FS24
2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	TG U1: FS14, FS16, FS18, FS20, FS22, FS24 TG U2: FS18, FS20, FS22, FS24 TG U3: FS14, FS18, FS22 TG U4: FS16, FS18, FS24 TG U5: FS10, FS12, FS14, FS16, FS20, FS24 TG U6: FS2, FS24
2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	TG U1: FS16, FS20, FS24 TG U2: FS18, FS20, FS21, FS22, FS24 TG U3: FS21 TG U4: FS16, FS18, FS24 TG U5: FS9, FS10, FS12, FS14, FS16, FS20, FS24, FS25 TG U6: FS2, FS24
<i>2.5 Students are expected to build upon and continue applying previous learning.</i>	<i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards</i>
Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.	
3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	TG U3: FS2, FS3, FS5, FS12, FS13

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3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	TG U3: FS24 TG U6: FS4, FS20
3.3 Read a two-syllable word by breaking the word into syllables.	TG U3: FS24, FS25 TG U4: FS15, FS23 TG U5: FS19, FS23 TG U6: FS4, FS5, FS20, FS21
3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.	TG U3: 275, FS14, FS15, FS17, FS18, FS19, FS21, FS23, FS25 TG U5: FS9, FS10, FS11, FS13, FS14, FS15, FS17 TG U6: 131
3.5 Read words with inflectional endings.	TG U2: FS14, FS15, FS16, FS17 TG U3: FS20, FS21 TG U4: FS14, FS15 TG U5: FS8, FS9 TG U6: FS12, FS20, FS21
3.6 Recognize and read grade-appropriate irregularly spelled words.	TG U1: FS15, FS17, FS19, FS21, FS25 TG U2: FS19, FS21, FS23, FS25 TG U3: FS15, FS17, FS19, FS21, FS23, FS25 TG U4: FS15, FS17, FS19, FS21, FS23, FS25 TG U5: FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U6: FS3, FS5, FS11, FS13, FS21, FS23, FS25

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Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read grade-level texts with purpose and understanding.	<p>TG U1: 162, 166, 167, 172, 176, 177, 182, 186, 187, 192, 196, 197, 202, 206, 207, 212, 216, 217, 222, 226, 227, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277</p> <p>TG U2: 222, 226, 227, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277</p> <p>TG U3: 162, 166, 167, 172, 176, 177, 182, 186, 187, 192, 196, 197, 202, 206, 207, 212, 216, 217, 232, 236, 237, 252, 256, 257, 262, 266, 267, 272, 276, 277</p> <p>TG U4: 172, 176, 177, 182, 186, 187, 192, 196, 197, 202, 206, 207, 212, 216, 217, 232, 236, 237, 242, 246, 247, 272, 276, 277</p> <p>TG U5: 162, 166, 167, 172, 176, 177, 182, 186, 187, 202, 206, 207, 212, 216, 217, 222, 226, 227, 242, 246, 247, 252, 256, 257, 262, 266, 267</p> <p>TG U6: 12, 16, 17, 22, 26, 27, 32, 36, 37, 42, 46, 47, 52, 56, 57, 122, 126, 127, 132, 136, 137, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277</p>
4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	<p>TG U1: 167, 177, 187, 197, 217, 227, 247, 257, 267, 277</p> <p>TG U2: 217, 227, 247, 267, 277</p> <p>TG U3: 167, 177, 187, 197, 217, 227, 247, 267, 277</p> <p>TG U4: 167, 177, 187, 197, 217, 227, 247, 267, 277</p> <p>TG U5: 87, 97, 117, 167, 177, 187, 197, 217, 227, 247, 267, 277</p> <p>TG U6: 17, 27, 37, 47, 247</p>
4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	<p>TG U1: 177</p> <p>TG U5: 105, 195, 235, 247, 275, 277</p> <p>TG U6: 27, 55, 265</p>

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Meaning and Context (MC)	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	TG U1: 193-194, 195-197, 223-224, 226-227, 253-254, 256-257, 263-264, 266-267, TR2, TR51 TG U2: 222, 226-227, 233, 234, 236-237, 242-243, 252-253, TR2 TG U3: 173, 214, 233, 252-254, 256-257, TR2 TG U4: 253, 262-264, 265-267, TR2 TG U5: 82-84, 85-87, 112-114, 115-117, 162-164, 165-167, TR2 TG U6: 44, 123, 242-243, 252-253, 272-274, TR2
5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	TG U1: TR57 TG U2: TR57 TG U3: 162, TR57 TG U4: 212, TR57 TG U5: 92, TR57 TG U6: 12, TR57
Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.	TG U1: 162-163, 182-184, 185-187, 252-254, 256-257, TR4 TG U2: 212-214, 216-217, 262-264, 266-267, TR4 TG U3: 162-164, 166-167, 182-184, 186-187, 225, 252-254, 256-257, TR4 TG U4: 182-184, 185-187, 194, 262, 285, TR4 TG U5: 107, 183, 232-234, TR4 TG U6: 132-134, 242-244, 246-247, TR4
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.	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

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Language, Craft, and Structure (LCS) Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
8.1 Identify words, phrases, illustrations, and photographs used to provide information.	TG U1: 202-204, 206-207, 262-264, 272-274, 275-277 TG U2: 222-224, 226-227, 232-234, 235 TG U3: 253, 256-257, 272-274, 276-277 TG U4: 212-214, 216-217, 232-234, 235 TG U5: 102-104, 106-107, 172-174, 176-177, 212-214, 215-217, 232-234, 246-247 TG U6: 22-24, 25-27, 243
8.2 Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the 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
Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
9.1 Ask and answer questions about known and unknown words in a text.	TG U1: 164, 174, 184, 194, 204, 214, 224, 234, 244, 254, 264, 274, TR24-TR27 TG U2: 214, 224, 234, 244, 254, 264, 274, TR24-TR27 TG U3: 164, 174, 184, 194, 204, 214, 224, 234, 244, 254, 264, 274, TR24-TR27 TG U4: 164, 174, 184, 194, 204, 214, 224, 234, 244, 254, 264, 274, TR24-TR27 TG U5: 84, 94, 104, 114, 124, 134, 164, 174, 184, 194, 204, 214, 224, 234, 244, 254, 264, 274, TR24-TR27 TG U6: 14, 24, 34, 44, 54, 124, 134, 234, 244, 254, 264, 274, TR24-TR27
9.2 Identify new meanings for familiar words and apply them accurately.	TG U5: 253, 254, 255-257 TG U6: 42-44, 45-47

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9.3 Use inflectional endings and affixes to determine the meaning of unknown words.	TG U2: FS14, FS15, FS16, FS17 TG U3: FS20, FS21 TG U4: FS14, FS15 TG U5: FS8, FS9 TG U6: FS12, FS20, FS21
9.4 Use print and multimedia resources to explore word relationships and meanings.	TG U1: 163-164, 165, 193, 223 TG U2: 273 TG U3: 262-264, 265-267 TG U4: 164, 165-167, 245-246 TG U5: 83, 194, 195-197 TG U6: 34, 35, 55, 233, 243
9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	TG U1: 174, 184, 204, 221, 234, 244, 264 TG U2: 224, 234, 264 TG U3: 164, 194, 204, 224, 244, 264 TG U4: 164, 174, 194, 204, 234, 244, 264 TG U5: 84, 114, 134, 184, 214, 234, 254, 274 TG U6: 34, 134, 254, 274
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	
10.1 Identify the author’s purpose – to explain, entertain, inform, or convince.	TG U1: 199, TR57, TR59 TG U2: TR57, TR59 TG U3: TR57, TR59 TG U4: 283, TR57, TR59 TG U5: TR57, TR59 TG U6: TR57, TR59
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.	TG U1: 232-234 TG U2: 242-244, 246, 247 TG U3: 212-214, 216, 217 TG U4: 202-203, 204, 206, 207, 278-280, 282-289 TG U5: 92-93, 94, 96, 97
11.2 Identify the reasons an author gives to support a position.	TG U3: 192-194, 196-197, 242-244, 245-247 TG U6: 52-54, 55-57

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Range and Complexity (RC) Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	
12.1 Engage in whole and small group reading with purpose and understanding.	<p>TG U1: 162, 166, 167, 172, 176, 177, 182, 186, 187, 192, 196, 197, 202, 206, 207, 212, 216, 217, 222, 226, 227, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277</p> <p>TG U2: 222, 226, 227, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277</p> <p>TG U3: 162, 166, 167, 172, 176, 177, 182, 186, 187, 192, 196, 197, 202, 206, 207, 212, 216, 217, 232, 236, 237, 252, 256, 257, 262, 266, 267, 272, 276, 277</p> <p>TG U4: 172, 176, 177, 182, 186, 187, 192, 196, 197, 202, 206, 207, 212, 216, 217, 232, 236, 237, 242, 246, 247, 272, 276, 277</p> <p>TG U5: 162, 166, 167, 172, 176, 177, 182, 186, 187, 202, 206, 207, 212, 216, 217, 222, 226, 227, 242, 246, 247, 252, 256, 257, 262, 266, 267</p> <p>TG U6: 12, 16, 17, 22, 26, 27, 32, 36, 37, 42, 46, 47, 52, 56, 57, 122, 126, 127, 132, 136, 137, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277</p>
12.2 Read independently for sustained periods of time.	<p>TG U1: 165, 175, 185, 195, 205, 215, 225, 235, 245, 255, 265, 275</p> <p>TG U2: 225, 235, 245, 255, 265, 275</p> <p>TG U3: 165, 175, 185, 195, 205, 215, 235, 255, 265, 275</p> <p>TG U4: 175, 185, 195, 205, 215, 235, 245, 275</p> <p>TG U5: 165, 175, 185, 205, 215, 225, 245, 252, 262</p> <p>TG U6: 15, 25, 35, 45, 55, 125, 135, 235, 245, 255, 265, 275</p>

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12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	<p>TG U1: 162, 163, 164, 172, 173, 174, 182, 183, 184, 192, 193, 194, 202, 203, 204, 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274</p> <p>TG U2: 222, 223, 224, 232, 233, 234, 242, 242, 243, 252, 253, 254, 262, 263, 264, 272, 273, 274</p> <p>TG U3: 162, 163, 164, 172, 173, 174, 182, 183, 184, 192, 193, 194, 202, 203, 204, 212, 213, 214, 232, 233, 234, 252, 253, 254, 262, 263, 264, 272, 273, 274</p> <p>TG U4: 172, 173, 174, 182, 183, 184, 192, 193, 194, 202, 203, 204, 212, 213, 214, 232, 233, 234, 242, 243, 244, 272, 273, 274</p> <p>TG U5: 162, 163, 164, 172, 173, 174, 182, 183, 184, 202, 203, 204, 212, 213, 214, 222, 223, 224, 242, 243, 244, 252, 253, 254, 262, 263, 264</p> <p>TG U6: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 122, 123, 124, 132, 133, 134, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274</p>
Writing (W)	
Meaning, Context, and Craft (MCC)	
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.	
1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.	<p>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</p> <p>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</p> <p>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</p>

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1.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	<p>TG U2: 19-20, 29-30, 39-40, 49-50, 59-60, 69-70, 79-80, 89-90, 99-100, 109-110, 119-120, 129-130, 142-149</p> <p>TG U3: 169-170, 179-180, 189-190, 199-200, 209-210, 219-220, 229-230, 239-240, 249-250, 259-260, 269-270, 279-280, 282-289</p> <p>TG U6: 19-20, 29-30, 39-40, 49-50, 59-60, 79-80, 89-90, 99-100, 109-110, 129-130, 139-140, 142-149, 169-170, 179-180</p>
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.	<p>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</p> <p>TG U2: 168-170, 178-180, 188-190, 198-200, 208-210, 218-220, 248-250, 258-260, 278-280, 282-289</p> <p>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</p> <p>TG U5: 168-170, 178-180, 188-190, 208-210, 218-220, 248-250, 258-260, 268-270, 278-280, 282-289</p>
2.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	<p>TG U1: 169-170, 179-180, 189-190, 199-200, 209-210, 219-220, 229-230, 239-240, 249-250, 259-260, 269-270, 279-280</p> <p>TG U2: 169-170, 179-180, 189-190, 199-200, 209-210, 219-220, 249-250, 259-260, 279-280, 282-289</p> <p>TG U4: 169-170, 179-180, 189-190, 199-200, 209-210, 219-220, 229-230, 239-240, 249-250, 259-260, 269-270, 279-280, 282-289</p> <p>TG U5: 169-170, 179-180, 189-190, 209-210, 219-220, 249-250, 259-260, 269-270, 279-280, 282-289</p>

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Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	
3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.	<p>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</p> <p>TG U3: 18-20, 28-30, 38-40, 48-50, 68-70, 78-80, 88-90, 128-130, 142-149</p> <p>TG U4: 18-20, 28-30, 38-40, 48-50, 68-70, 78-80, 88-90, 128-130, 142-149</p> <p>TG U5: 18-20, 28-30, 48-50, 58-60, 68-70, 88-90, 98-100, 108-110, 138-140, 142-149</p>
3.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	<p>TG U1: 19-20, 29-30, 39-40, 49-50, 59-60, 69-70, 79-80, 89-90, 99-100, 109-110, 119-120, 129-130</p> <p>TG U3: 19-20, 29-30, 39-40, 49-50, 69-70, 79-80, 89-90, 129-130, 142-149</p> <p>TG U4: 19-20, 29-30, 39-40, 49-50, 69-70, 79-80, 89-90, 129-130, 142-149</p> <p>TG U5: 19-20, 29-30, 49-50, 59-60, 69-70, 89-90, 99-100, 109-110, 139-140, 142-149</p>
Language (L)	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	
4.1 Use common, proper, and possessive nouns.	<p>TG U1: 180-181, 190-191, 260-261</p> <p>TG U2: 40-41, 250-251, 260-261</p> <p>TG U3: 50-51, 180-181, 270-271</p> <p>TG U4: 80-81</p> <p>TG U5: 60-61, 70-71, 80-81, 190-191, 210-211</p> <p>TG U6: 50-51, 80-81, 120-121</p>
4.2 Use singular and plural nouns with matching verbs in basic sentences.	<p>TG U1: 170-171, 210-211, 220-221, 230-231, 270-271</p> <p>TG U2: 240-241</p> <p>TG U3: 230-231</p> <p>TG U4: 50-51, 200-201, 240-241</p> <p>TG U5: 250-251, 260-261</p>

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4.3 Use personal, possessive, and indefinite pronouns.	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
4.4 Use verbs to convey a sense of past, present, and future.	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
4.5 Use adjectives and adverbs.	TG U1: 128-130, TR25, TR29 TG U2: 31, 60-61, 110-111, 210-211, TR25, TR29 TG U3: 40-41, 200-201, TR25, TR29 TG U4: 30-31, TR25, TR29 TG U5: 140-141, TR25, TR29 TG U6: 13, TR25, TR29
4.6 Use prepositional phrases.	TG U2: 220-221, 230-231 TG U3: 240-241 TG U4: 280-281 TG U6: 230-231
4.7 Use conjunctions.	TG U2: 140-141 TG U3: 60-61, 130-131 TG U6: 210-211, 220-221
4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	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

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Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.1 Capitalize the first word of a sentence, dates, names, and the pronoun <i>I</i> .	TG U1: 120-121, 129, 132, 140-141, 192, 241, 251, 271 TG U2: 121, 172, 181, 191, 192, 260-261, 270-271, 279 TG U3: 132, 180-181 TG U4: 80-81, 121, 279 TG U5: 120-121, 210-211 TG U6: 70-71, 260-261
5.2 Use:	
a. periods, question marks, and exclamation marks at the end of sentences; and	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
b. commas in dates and to separate items in a series.	TG U2: 20-21, 70-71 TG U3: 110-111 TG U5: 120-121 TG U6: 40-41, 200-201
5.3 Use conventional spelling for words with common spelling patterns.	TG U1: 50-51, 60-61, 70-71 TG U3: 260-261, TG U5: 100-101, 130-131, 170-171, 180-181, 220-221, 230-231 TG U6: 130-131
5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.	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

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5.5 Consult print and multimedia resources to check and correct spellings.	TG U3: 129 TG U4: 78, 79 TG U5: 101, 271 TG U6: 130, 249
Range and Complexity (RC) Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	
6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences.	TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 148, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 284 TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 148, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 284 TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 148, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 284 TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 148, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 284 TG U5: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 148, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 284 TG U6: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 148, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 284
6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.	TG U1: 20-21, 30-31, 40-41, TR55, TR56 TG U2: 40-41, TR55, TR56

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<p>6.3 Write left to right leaving space between words.</p>	<p>Students can apply during Independent Writing Practice.</p> <p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280</p> <p>TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280</p> <p>TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280</p> <p>TG U5: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280</p> <p>TG U6: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280</p>
<p>6.4 Locate letter keys on an electronic device to type simple messages. <i>This indicator begins in Grade 2.</i></p>	<p><i>This indicator begins in Grade 2 according to the South Carolina English Language Arts Standards.</i></p>

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South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 1
Communication (C)	
Meaning and Context (MC)	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	
1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.	<p>TG U1: 12, 22, 24, 32, 42, 52, 62, 72, 82, 84, 92, 102, 112, 122, 132, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272</p> <p>TG U2: 12, 22, 32, 42, 44, 52, 62, 64, 72, 82, 92, 102, 112, 122, 132, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272, 288</p> <p>TG U3: 12, 22, 26, 32, 42, 52, 56, 62, 72, 82, 84, 85-87, 92, 102, 112, 122, 132, 162, 172, 182, 192, 202, 210, 212, 222, 232, 242, 252, 262, 272</p> <p>TG U4: 12, 22, 26, 32, 42, 52, 62, 72, 82, 84, 92, 102, 107, 112, 122, 132, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 254, 262, 272</p> <p>TG U5: 12, 22, 32, 42, 52, 54, 56, 62, 72, 82, 92, 94, 102, 112, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272</p> <p>TG U6: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 162, 164, 166, 172, 182, 192, 202, 212, 216, 222, 232, 242, 252</p>
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	<p>TG U1: 12, 42, 62, 72, 112, 113, 122, 132, 162, 172, 192, 222, 260, 262, 288</p> <p>TG U2: 12, 52, 112, 122, 184, 214, 274</p> <p>TG U3: 14, 24, 32, 44, 56, 82, 84, 132, 134, 182</p> <p>TG U4: 52, 72, 102, 148, 182, 242, 252</p> <p>TG U5: 12, 26, 82, 102, 244, 288</p> <p>TG U6: 166, 192, 194, 242</p>
1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.	<p>When presenting, children have the opportunity to meet this objective.</p> <p>TG U1: 170, 220, 230, 260</p> <p>TG U2: 220</p> <p>TG U4: 270, 280</p> <p>TG U5: 200, 220, 230, 240</p> <p>TG U6: 30, 60, 200</p>

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1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.	<p>TG U1: 14, 34, 44, 54, 94, 104, 114, 174, 184, 194, 204, 234, 244, 254, 274</p> <p>TG U2: 24, 34, 44, 64, 84, 94, 114, 134, 174, 184, 204, 214, 224, 234, 274</p> <p>TG U3: 14, 24, 44, 64, 74, 94, 104, 124, 134, 164, 174, 184, 194, 224, 254</p> <p>TG U4: 34, 44, 54, 64, 74, 104, 124, 164, 184, 194, 214, 224, 234, 244, 264</p> <p>TG U5: 24, 44, 64, 84, 94, 104, 114, 134, 174, 184, 204, 224, 234, 244, 254</p> <p>TG U6: 14, 24, 44, 54, 74, 94, 114, 164, 174, 194, 204, 224, 234, 254, 264</p>
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	<p>TG U1: 62, 72, 92, 94, 112, 122, 132, 172, 192, 222, 262</p> <p>TG U2: 12, 32, 62, 84, 94, 102, 174, 212, 262</p> <p>TG U3: 52, 92, 94, 122</p> <p>TG U4: 42, 44, 122, 214</p> <p>TG U5: 72, 112, 114</p> <p>TG U6: 148, 222, 224, 272</p>
1.6 <i>This indicator does not begin until English 1.</i> English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	1.6 <i>This indicator does not begin until English 1 according to the South Carolina English Language Arts Standards.</i>
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.	<p>TG U1: 170, 220, 230, 260</p> <p>TG U2: 220</p> <p>TG U4: 270, 280</p> <p>TG U5: 200, 220, 230, 240</p> <p>TG U6: 30, 60, 200</p>
2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.	<p>TG U1: 168-170, 218-220, 228-230, 258-260</p> <p>TG U2: 218-220</p> <p>TG U4: 268-270, 278-280</p> <p>TG U5: 198-200, 218-220, 228-230, 238-240</p> <p>TG U6: 28-30, 58-60, 198-200</p>

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2.3 This indicator begins in Grade 6 . Grade 6 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	2.3 This indicator begins in Grade 6 according to the South Carolina English Language Arts Standards.
2.4 This indicator begins in Grade 3 . Grade 3 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.	2.4 This indicator begins in Grade 3 according to the South Carolina English Language Arts Standards.
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats.	TG U1: 202-204, 206-207, 242-244, 245-247 TG U2: 232-234, 235, 262-264, 267 TG U3: 202-204, 205-207, 212-214, 215-217, 272-274, 276-277 TG U4: 222-224, 226-227, 232-234, 235, 272-274, 276-277 TG U5: 102-104, 106-107, 262-264, 266-267, 272-274, 276-277 TG U6: 122-124, 126-127, 243
3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.	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
Language, Craft and Structure (LCS) Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.	
4.1 Identify speaker’s purpose and details that keep the listener engaged.	When listening to presentations, children have the opportunity to meet this objective. TG U1: 170, 220, 230, 260 TG U2: 220 TG U4: 270, 280 TG U5: 200, 220, 230, 240 TG U6: 30, 60, 200

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4.2 Identify the introduction, body, and conclusion of a presentation.	When listening to presentations, children have the opportunity to meet this objective. TG U1: 170, 220, 230, 260 TG U2: 220 TG U4: 270, 280 TG U5: 200, 220, 230, 240 TG U6: 30, 60, 200
4.3 Identify when the speaker uses intonation and word stress and includes media.	Supporting Content: TG U1: 74, 84, 102, 250, 270, 280 TG U2: 20, 82, 90, 180, 200, 260, 270, 280 TG U3: 17, 47, 80, 140, 240 TG U4: 47, 140, 164, 184, 207, 230, 280 TG U5: 27, 40, 276, 288 TG U6: 64, 66-67, 77, 177
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.	TG U1: 12, 32, 212, 229 TG U2: 22, 52, 112, 114, 116, 202, 252, 269 TG U3: 32, 59, 102, 119, 148, 163, 173, 202, 252 TG U4: 42, 202, 262 TG U5: 32, 92, 163, 178, 182, 202, 208, 232, 252 TG U6: 22, 102, 148, 239
5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.	Supporting Content: TG U1: 233 TG U2: 113, 114, 115, 116, 117, 212, TR49 TG U4: 202, 262, TR52 TG U5: 167, 252 TG U6: 22, 43
5.3 <i>This Indicator does not begin until English 1. English 1 Develop messages that use logical, emotional, and ethical appeals.</i>	5.3 <i>This Indicator does not begin until English 1 according to the South Carolina English Language Arts Standards.</i> .