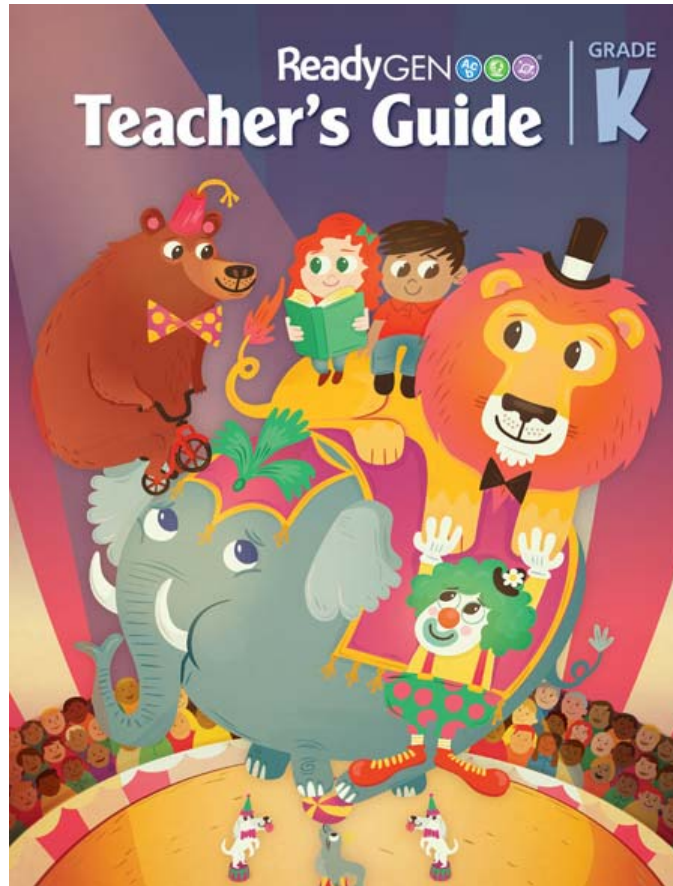


A Correlation of



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To the
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College and Career Ready Standards
for English Language Arts
Kindergarten

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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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Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
<p>1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.</p>	<p>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</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272</p> <p>TG U5: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 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, 122, 132, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272</p>

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Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	<p>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</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272</p> <p>TG U5: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 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, 122, 132, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272</p>
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	<p>TG U1: 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</p> <p>TG U2: 18-20, 38-40, 128-130, 138-140, 278-280</p> <p>TG U3: 28-30, 98-100, 178-180, 198-200, 258-260</p> <p>TG U4: 38-40, 98-100, 178-180, 188-190, 218-220, 238-240, 248-250</p> <p>TG U5: 88-90, 98-100, 128-130, 228-230, 238-240, 258-260</p> <p>TG U6: 268-270, 278-280</p>
3.2 With guidance and support, select information, revise ideas, and record and communicate findings.	<p>TG U1: 20, 30, 70, 100, 130, 200, 210, 220, 240, 250, 260, 270, 280</p> <p>TG U2: 20, 40, 130, 140, 280</p> <p>TG U3: 30, 100, 180, 200, 260</p> <p>TG U4: 40, 100, 180, 190, 220, 240, 250</p> <p>TG U5: 90, 100, 130, 230, 240, 260</p> <p>TG U6: 270, 280</p>

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Standard 4: Synthesize information to share learning and/or take action.	
4.1 With guidance and support, discover relationships and patterns during the inquiry process.	<p>TG U1: 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</p> <p>TG U2: 18-20, 38-40, 128-130, 138-140, 278-280</p> <p>TG U3: 28-30, 98-100, 178-180, 198-200, 258-260</p> <p>TG U4: 38-40, 98-100, 178-180, 188-190, 218-220, 238-240, 248-250</p> <p>TG U5: 88-90, 98-100, 128-130, 228-230, 238-240, 258-260</p> <p>TG U6: 268-270, 278-280</p>
4.2 With guidance and support, use tools to communicate findings.	<p>TG U1: 20, 30, 70, 100, 130, 200, 210, 220, 240, 250, 260, 270, 280</p> <p>TG U2: 20, 40, 130, 140, 280</p> <p>TG U3: 30, 100, 180, 200, 260</p> <p>TG U4: 40, 100, 180, 190, 220, 240, 250</p> <p>TG U5: 90, 100, 130, 230, 240, 260</p> <p>TG U6: 270, 280</p>
4.3 With guidance and support, reflect on findings.	<p>Supporting Content:</p> <p>TG U1: 20, 30, 70, 100, 130, 200, 210, 220, 240, 250, 260, 270, 280</p> <p>TG U2: 20, 40, 130, 140, 280</p> <p>TG U3: 30, 100, 180, 200, 260</p> <p>TG U4: 40, 100, 180, 190, 220, 240, 250</p> <p>TG U5: 90, 100, 130, 230, 240, 260</p> <p>TG U6: 270, 280</p>

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Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.	
5.1 With guidance and support, 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 With guidance and support monitor and assess learning to guide inquiry <i>This indicator does not begin until Grade 1.</i>	<i>This indicator does not begin until Grade 1 according to the South Carolina English Language Arts Standards.</i>
Reading –Literary Text (RL)	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 Follow words from left to right, top to bottom, and front to back.	<p>TG U1: FS5, FS6, FS11, FS12, FS13</p> <p>TG U2: 52, 62-63, 112-114, FS3, FS4, FS5, FS6, FS7, FS11, FS13</p> <p>TG U3: 112, FS6, FS7, FS11, FS13</p> <p>TG U4: 32, 62, FS3, FS7, FS11</p> <p>TG U5: FS3, FS11</p> <p>TG U6: 232, FS3, FS7, FS11, FS19, FS23</p>

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1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	TG U1: FS2, FS3, FS4, FS8, FS9, TG U3: 21, 71 TG U4: FS2, FS4, FS6, FS6, FS8, FS10, FS12 TG U5: 81 TG U6: 31, 81
1.3 Understand that words are separated by spaces in print.	TG U1: FS5, FS7 TG U2: 102, 122, FS5, FS9 TG U3: 72, 92, 122, FS5, FS9 TG U4: 42, 72, 122, FS5, FS9 TG U6: 122
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	TG U1: FS2, FS3, FS4, FS6, FS8, FS10, FS12 TG U2: FS2, FS6, FS10 TG U3: FS2, FS6, FS10 TG U4: FS2, FS6, FS10 TG U5: FS2, FS4, FS5, FS6, FS6, FS8, FS10, FS12
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
2.1 Recognize and produce rhyming words.	TG U1: 32, 43, 63, 102, FS2, FS4 TG U2: 22 TG U3: 32 TG U4: 92 TG U5: 42-43, 92, 127 TG U6: 72, 92
2.2 Count, pronounce, blend, and segment syllables in spoken words.	TG U1: FS6, FS8 TG U2: FS4 TG U3: FS2, FS4, FS6, FS10, FS12 TG U4: FS8 TG U5: FS2, FS4, FS8, FS9 TG U6: FS2, FS6, FS10, FS18
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	TG U3: FS8 TG U4: FS8 TG U5: FS2, FS4
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	TG U1: FS10, FS12 TG U2: FS2, FS4, FS6, FS8, FS10, FS12 TG U3: FS2, FS4, FS6, FS10, FS12 TG U5: FS10, FS12 TG U6: FS2, FS4, FS6, FS8

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2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	TG U1: FS11, FS12 TG U2: FS8 TG U3: FS8 TG U4: FS8 TG U6: FS8, FS12, FS22, FS24
Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.	
3.1 Produce one-to-one letter-sound correspondences for each consonant.	TG U2: FS3, FS5, FS7, FS11, FS13 TG U3: FS3, FS5, FS7, FS11, FS13 TG U4: FS3, FS5, FS7, FS11, FS13 TG U5: FS2, FS4, FS6, FS8, FS10, FS12
3.2 Associate long and short sounds of the five major vowels with their common spellings.	TG U1: FS3, FS4, FS5, FS6, FS7, FS10, FS11, TG U2: FS2, FS3, FS4, FS5, FS6, FS7, FS10, FS11, FS12, FS13, TG U5: FS10, FS12, FS13, TG U6: FS3, FS4, FS5, FS6, FS7, FS8, FS9, FS11, FS12, FS18, FS19, FS21, FS25
3.3 Read regularly spelled one-syllable words.	TG U1: 62, 82, FS3, FS6, FS7, FS10, FS12, FS13 TG U2: 42, 52, 72, 122, FS2, FS3, FS4, FS5, FS6, FS10, FS13 TG U3: 32, 72, 82, 92, 122, FS2, FS3, FS4, FS5, FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13 TG U4: 32, 42, FS2, FS3, FS4, FS5, FS6, FS8 TG U5: 42, 62, 102, FS2, FS3, FS4, FS5, FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13 TG U6: 22, 52, 72, 122, FS3, FS5, FS7, FS11
3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	TG U2: FS4 TG U4: FS2, FS4 TG U5: FS8, FS12 TG U6: FS12
3.5 Read common high-frequency words.	TG U1: FS3, FS5, FS7, FS11, TG U2: FS3, FS5, FS7, FS11, FS13, TG U3: 75, 125, FS3, FS5, FS7, FS11, FS13, TG U4: 125, FS3, FS5, FS7, FS11, FS13, TG U5: FS3, FS5, FS9, FS11, FS13, TG U6: FS3, FS5, FS7, FS9, FS11, FS13, FS19, FS21, FS23, FS25

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3.6 Recognize grade-appropriate irregularly spelled words.	<p>TG U1: FS3, FS5, FS7, FS11, TG U2: FS3, FS5, FS7, FS11, FS13, TG U3: 75, 125, FS3, FS5, FS7, FS11, FS13, TG U4: 125, FS3, FS5, FS7, FS11, FS13, TG U5: FS3, FS5, FS9, FS11, FS13, TG U6: FS3, FS5, FS7, FS9, FS11, FS13, FS19, FS21, FS23, FS25</p>
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read emergent-reader texts with purpose and understanding.	<p>TG U1: 12, 16, 17, 22, 26, 27, 32, 36, 37, 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, 136, 137 TG U2: 12, 16, 17, 22, 26, 27, 32, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132 TG U3: 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, 136, 137, 162, 166, 167, 172, 176, 177 TG U4: 12, 16, 17, 22, 26, 27, 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, 136, 137, 186, 187 TG U5: 12, 16, 17, 22, 26, 27, 32, 36, 37, 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 TG U6: 12, 16, 17, 22, 26, 27, 32, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 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 emergent-reader texts orally with accuracy, appropriate rate, and expression.	<p>TG U1: 17, 27, 47, 67, 77, 97, 117, 127 TG U2: 17, 27, 47, 67, 77, 97, 117, 127 TG U3: 17, 27, 47, 67, 77, 97, 117, 127 TG U4: 17, 27, 47, 67, 77, 97, 117, 127 TG U5: 17, 27, 47, 67, 77, 97, 117, 127 TG U6: 17, 27, 47, 67, 77, 97, 117, 127, 247, 267, 277</p>

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4.3 Use picture cues to confirm or self-correct word recognition and understanding.	<p>TG U1: TR21 TG U2: TR21 TG U3: TR21 TG U4: TR21 TG U5: TR21 TG U6: TR21</p> <p>Children apply when reading emergent-reader texts.</p> <p>TG U1: 17, 27, 47, 67, 77, 97, 117, 127 TG U2: 17, 27, 47, 67, 77, 97, 117, 127 TG U3: 17, 27, 47, 67, 77, 97, 117, 127 TG U4: 17, 27, 47, 67, 77, 97, 117, 127 TG U5: 17, 27, 47, 67, 77, 97, 117, 127 TG U6: 17, 27, 47, 67, 77, 97, 117, 127, 247, 267, 277</p>
<p>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.</p>	
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	<p>TG U1: 26-27, 32-33, 34, 35-37, 62-63, 64, 65-67, 85-87, 106-107, 136-137, 186-188 TG U2: 42-43, 52-53, 72-74, 76-77, 112-114 TG U3: 13, 33, 86-87, 106-107, 136-137 TG U4: 32-34, 36-37, 86-87, 132-135, 136-137, 232, 236-237 TG U5: 33-34, 62-63, 64-65, 66-67, 86-87, 95, 136-137, 186-187 TG U6: 13, 22-24, 26-27, 82-84, 132, 134, 136-137, 272, 274, 276-278</p>
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	<p>TG U1: TR64 TG U2: TR64 TG U3: TR64 TG U4: TR64 TG U5: TR64 TG U6: TR64</p>

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Standard 6: Summarize key details and ideas to support analysis of thematic development.	
6.1 Describe the relationship between illustrations and the text.	TG U1: 12-13, 16-17, 42-44, 44-46, 46-47, 96-97, 112-113 TG U2: 22-23, 62-63, 72-74, 92-94, 96-97, 114, 116-117 TG U3: 47, 102-104, 106-107, 172-174, 176-177 TG U4: 13, 22-23, 42-44, 45-47, 52-53, 62-64, 66-67, 82, 92-94, 107-109, 162-163, 167, 172-173, 182 TG U5: 22-24, 26-27, 34, 52, 66-67, 113, 132, 192, 212, 244, 246-247 TG U6: 72-73, 74-75, 76-77, 202-204, 205-207
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.	
7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.	TG U1: 72-74, 76-77, 132-134, 136-137 TG U2: 16-17, 64, 66-67, 122-123, 124, 126-128 TG U3: 28-30, 52-54, 55-56, 88-90, 138-140, 234 TG U4: 32, 33, 34, 92, 112, 116-117, 226-227 TG U5: 35, 106-107, 112, 132, 134, 137, 166-167, 182, 202, 222, 234, 267 TG U6: 14, 16-17, 42, 62, 87, 272
7.2 Read or listen closely to compare familiar texts.	TG U1: 122, 123, 124, 126, 127, 132, 133, 134 TG U2: 122, 123, 124, 126, 127, 132, 133, 134 TG U3: 122, 123, 124, 126, 127, 132, 133, 134 TG U4: 122, 123, 124, 126, 127, 132, 133, 134 TG U5: 122, 123, 124, 126, 127, 132, 133, 134
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 With guidance and support, read or listen closely to:	
a. describe characters and their actions;	TG U1: 22-24, 26-27 TG U2: 102, 103, 104, 106, 107 TG U3: 28-30, 52-53, 112-113, 114, 116-117 TG U4: 62-64, 66-67, 102-104, 106-107 TG U5: 12-13, 67, 82-84, 87, 122-123 TG U6: 22-24, 26-27, 232, 233, 234

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b. compare characters' experiences to those of the reader;	TG U1: 22-24, 26-27 TG U2: 102, 103, 104, 106, 107 TG U3: 28-30, 52-53, 112-113, 114, 116-117 TG U4: 62-64, 66-67, 102-104, 106-107 TG U5: 12-13, 67, 82-84, 87, 122-123 TG U6: 22-24, 26-27, 232, 233, 234
c. describe setting;	TG U1: 22-24, 26-27, 92-94, 96-97 TG U2: 32-33, 34, 102, 103, 132-133, 134 TG U3: 12-14, 16-17, 28-30, 92-94, 96-97, TG U5: 67, 72-74, 82-84, 87, 122-123 TG U6: 32-33, 34, 252, 253, 254, 256-257
d. identify the problem and solution; and	TG U1: TR64, TR66 TG U2: TR64 TR66 TG U3: TR64 TR66 TG U4: TR64 TR66 TG U5: TR64 TR66 TG U6: TR64 TR66
e. identify the cause of an event.	TG U1: 22-24, 26-27, 102-103, 106-107 TG U2: 12-13, 14, 16, 17, 102, 103 TG U3: 28-30, 42-44, 46, 47, 54, 56, 57, 82-84, TG U4: 82-84, 112-113, 114, 116-117 TG U5: 12-13, 32-34, 63, 67, 102-104, 106-107 TG U6: 12, 14, 16-17
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 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.	TG U1: 12, 32, 43, 63, 102, 182, 232, FS2, FS4 TG U2: 22, 182, FS2, FS4, TR52 TG U3: 32 TG U4: 92, 202, 242 TG U5: 42-43, 92, 103, 127, 242 TG U6: 72, 92, 182, 192, 233, 252, 262, 263-264, 267, 268

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9.2 With guidance and support, identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	<p>TG U1: 33, 42, 43, 44, 46, 47, 54, 113, 114, 116, 117</p> <p>TG U2: 32, 33, 34, 108, 109, 112, 113, 116, 117</p> <p>TG U3: 32, 33, 34, 63, 64, 66, 67, 78, 102, 103, 104, 106, 107</p> <p>TG U4: 22, 23, 24, 26, 27, 42, 43, 46, 47,</p> <p>TG U5: 22, 23, 24, 26, 27, 42, 43, 44, 46, 47, 72-73, 74, 76, 77, 92, 93, 94, 96, 97</p> <p>TG U6: 52, 53, 54, 56, 57, 62, 63, 64, 66, 67, 72, 73, 74, 76, 77, 242, 243, 244, 246, 247, 252, 262, 267</p>
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 With guidance and support, ask and answer questions about known and unknown words.	<p>TG U1: 44, 46-47, 52-54, 56-57, 114</p> <p>TG U2: 44-47, 84-87</p> <p>TG U3: 22, 24, 26-27, 32, 34, 62-63, 67, 72, 74, 76-77, 132-134</p> <p>TG U4: 22, 24, 26-27, 52-54, 56-57, 72-75, 76-77, 92-94, 96-97</p> <p>TG U5: 42, 44, 52, 54-56, 56-57, 72-74, 112-114, 116-117, 202, 204, 206-207</p> <p>TG U6: 42, 44, 46-47, 52, 54, 62, 64</p>
10.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	<p>TG U1: 43, 113</p> <p>TG U3: 34</p> <p>TG U5: 23, 44, 46-47, 73, 93</p> <p>TG U6: 233</p>
10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	<p>TG U2: 46-47</p> <p>TG U3: 24-26, 74-75, 76-77</p>
10.4 With guidance and support, identify the individual words used to form a compound word.	<p>TG U1: TR52, TR65</p> <p>TG U2: TR65</p> <p>TG U3: TR65</p> <p>TG U4: TR53, TR65</p> <p>TG U5: TR54, TR65</p> <p>TG U6: 33, 243, TR65</p>

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10.5 With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.	TG U1: 114, 116, 117 TG U5: 74 TG U6: 54, 56-57, 244, 246, 247
10.6 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	TG U1: 14, 24, 34, 54, 74, 94, 114, 116, 117, 134 TG U2: 24, 64, 84, 104, 124 TG U3: 34, 44, 74, 84, 114, 134 TG U4: 14, 34, 44, 64, 104, 124 TG U5: 24, 54, 64, 84, 94, 114, 124, 134 TG U6: 34, 52, 54, 56-57, 64, 124, 234, 244, 254, 264, 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 and illustrator and define the role of each.	TG U1: 14-15, 16-17 TG U2: 54-57, 62 TG U3: 38-40, 43, 162, FS3 TG U4: 12, 14, 16-17 TG U5: 92-94, 96-98 TG U6: 232
11.2 Identify who is telling the story, the narrator or characters.	TG U1: 197 TG U2: 68, 98, 177, 187, TR53 TG U3: 53 TG U4: 103, 104, 123, 128, 133, 143, TR52, TR53 TG U6: 233, 238, 242, 252, 253, 258, 273, 278, TR55
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 Recognize and sort types of literary texts.	TG U1: 82, 84 TG U2: 12, 22, 82, 182, 212 TG U3: 32, 55, 85, 135, 182, 232 TG U4: 22, 65, 92, 135, 202, 242 TG U5: 12, 14-15, 16-17, 42, 82, 84, 87, 92, 122, 182, 242 TG U6: 32, 72, 74, 92, 182, 192, 252, 262

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12.2 Recognize the crafted text structure of recurring phrases.	TG U1: 108, TG U2: 108, 109, 143 TG U3: 11 TG U4: 24, 26, 118, 123, TR4, TR52 TG U5: 113 TG U6: 11, 13, 243, 253
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.	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, 136, 137 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 TG U3: 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, 136, 137, 162, 166, 167, 172, 176, 177 TG U4: 12, 16, 17, 22, 26, 27, 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, 136, 137 TG U5: 12, 16, 17, 22, 26, 27, 32, 36, 37, 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 TG U6: 12, 16, 17, 22, 26, 27, 32, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 122, 126, 127, 132, 136, 137, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277

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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</p> <p>TG U3: 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 165, 175</p> <p>TG U4: 15, 25, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135</p> <p>TG U5: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135</p> <p>TG U6: 15, 25, 35, 45, 55, 65, 75, 125, 135, 235, 245, 255, 265, 275</p>
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</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, 112, 113, 114, 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, 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, 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 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, 132, 133, 134, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274</p>

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Reading –Informational Text (RI)	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 Follow words from left to right, top to bottom, and front to back.	TG U1: FS14, FS15, FS17, FS22, FS23, FS25, FS26 TG U2: 222-224, FS15, FS19, FS25 TG U3: FS15, FS19, FS25 TG U4: 162, 222, FS15, FS19, FS25 TG U5: 162, 202, FS15, FS19, FS23 TG U6: 112, 162, FS7, FS11, FS15, FS19, FS23
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	TG U1: FS16 TG U2: FS19, FS23, FS25 TG U3: 221, 271, FS19, FS23 TG U4: FS14, FS16, FS18, FS20, FS22, FS24 TG U5: 181, 231 TG U6: 131, 181, 231
1.3 Understand that words are separated by spaces in print.	TG U1: 271, FS15, FS21, FS23 TG U2: 172, 192, 202, 262, FS17 TG U3: 172, 212 TG U4: 172 TG U5: 212 TG U6: 92, 122
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	TG U1: FS14, FS16, FS17, FS18 TG U2: FS14, FS18 TG U3: FS14 TG U4: FS14, FS18 TG U5: FS14, FS16, FS18, FS20, FS21, FS22, FS24, FS25
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
2.1 Recognize and produce rhyming words.	TG U1: 182, 232 TG U2: 182, 212 TG U4: 202, 242 TG U5: 242 TG U6: 182, 192, 233, 252, 263-264, 267
2.2 Count, pronounce, blend, and segment syllables in spoken words.	TG U3: FS16, FS20, FS24 TG U5: FS18, FS22, FS24 TG U6: FS6, FS10, FS14, FS18

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2.3 Blend and segment onsets and rimes of single-syllable spoken words.	TG U1: FS21 TG U3: FS16, FS20 TG U5: FS18, FS22, FS24
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	TG U1: FS14, FS16, FS18, FS20, FS22, FS24 TG U2: FS14, FS16, FS18, FS20, FS22, FS24 TG U3: FS16, FS18, FS20, FS22, FS24 TG U4: FS14, FS16, FS18, FS20, FS22, FS24 TG U5: FS14, FS16, FS18, FS20, FS22, FS24 TG U6: FS6, FS8, FS14
2.5 Add or substitute individual sounds in simple, single-syllable words to make new words.	TG U1: FS14 TG U5: FS16, FS20 TG U6: FS8, FS12, FS16, FS22, FS24
Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.	
3.1 Produce one-to-one letter-sound correspondences for each consonant.	TG U1: FS18, FS20, FS20, FS22, FS24 TG U2: FS15, FS17, FS19, FS21, FS23, FS25 TG U3: FS15, FS17, FS19, FS21, FS23 TG U4: FS15, FS17, FS19, FS21, FS23 TG U5: 1 FS14, FS16, FS18, FS20, FS22, FS24
3.2 Associate long and short sounds of the five major vowels with their common spellings.	TG U1: FS14, FS15 TG U2: FS18, FS19, FS20 TG U3: FS18, FS19, FS21, FS22, FS23, FS24, FS25 TG U4: 271, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25 TG U5: FS14, FS15, FS16, FS17 TG U6: FS6, FS7, FS8, FS9, FS11, FS12, FS14, FS15, FS16, FS18, FS19, FS21, FS25

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3.3 Read regularly spelled single-syllable words.	<p>TG U1: 172, 192, 222, 242, FS14, FS16, FS18, FS21, FS22, FS24</p> <p>TG U2: 162, 182, 192, 232, FS14, FS16, FS17, FS18, FS19, FS20, FS22, FS23, FS24, FS25</p> <p>TG U3: 172, 192, 222, 232, 242, FS14, FS15, FS16, FS17, FS18, FS19, FS20, FS21, FS22, SF23, FS24, FS25</p> <p>TG U4: 172, 182, 192, 202, 222, 242, 252, FS15, FS17, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25</p> <p>TG U5: 172, 182, 192, 202, 222, 232, 242, 252, 272, FS14, FS15, FS16, FS17, FS19, FS20, FS21, FS23, FS25</p> <p>TG U6: 92, FS9, FS15, FS17, FS19</p>
3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	<p>TG U2: FS4</p> <p>TG U4: FS2, FS4</p> <p>TG U5: FS8, FS12</p> <p>TG U6: FS12</p>
3.5 Read common high-frequency words.	<p>TG U1: FS15, FS19, FS23</p> <p>TG U2: FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U3: 175, 275, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U4: 175, 275, FS15, FS17, FS19</p> <p>TG U5: FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U6: FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p>
3.6 Recognize grade-appropriate irregularly spelled words.	<p>TG U1: FS15, FS19, FS23</p> <p>TG U2: FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U3: 175, 275, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U4: 175, 275, FS15, FS17, FS19</p> <p>TG U5: FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U6: FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p>
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	

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4.1 Read emergent-reader texts with purpose and understanding.	<p>TG U1: 162, 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: 162, 166, 167, 172, 176, 177, 182, 186, 187, 202, 206, 207, 212, 216, 217, 222, 226, 227, 232, 236, 237, 242, 246, 247</p> <p>TG U3: 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 U4: 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 U5: 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 U6: 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 136, 137, 162, 166, 167, 172, 176, 177, 182, 186, 187, 192, 196, 197, 202, 206, 207, 212, 216, 217, 222, 226, 227, 262, 266, 267, 272, 276, 277</p>
4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.	<p>TG U1: 167, 177, 197, 217, 227, 247, 267, 277</p> <p>TG U2: 167, 177, 197, 217, 227, 247, 267, 277</p> <p>TG U3: 167, 177, 197, 217, 227, 247, 267, 277</p> <p>TG U4: 167, 177, 197, 217, 227, 247, 267, 277</p> <p>TG U5: 167, 177, 197, 217, 227, 247, 267, 277</p> <p>TG U6: 167, 177, 197, 217, 227</p>

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4.3 Use picture cues to confirm or self-correct word recognition and understanding.	<p>TG U1: TR21 TG U2: TR21 TG U3: TR21 TG U4: TR21 TG U5: TR21 TG U6: TR21</p> <p>Children apply when reading emergent-reader texts.</p> <p>TG U1: 167, 177, 197, 217, 227, 247, 267, 277 TG U2: 167, 177, 197, 217, 227, 247, 267, 277 TG U3: 167, 177, 197, 217, 227, 247, 267, 277 TG U4: 167, 177, 197, 217, 227, 247, 267, 277 TG U5: 167, 177, 197, 217, 227, 247, 267, 277 TG U6: 167, 177, 197, 217, 227</p>
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 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	<p>TG U1: 162-164, 182-184, 212-214, 216-217, 242-244, 246-247, 252, 262-263, 266-267 TG U2: 42-43, 52-53, 64, 66-67, 202-204, 206-207, 232-234, 236-237, 264, 266-267 TG U3: 182-184, 186-187, 192-194, 196-197, 242-243, 244, 246-247 TG U4: 192-194, 196-197, 242-244, 246-247 TG U5: 62-64, 66-67, 132-134, 136-137, 212-214, 214-216, 236-237, 273 TG U6: 92-94, 96-97, 132-134, 162-164, 166-167, 192-194, 196-197, 272, 274, 276-277</p>
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	<p>TG U1: TR59, TR64 TG U2: 163, 203, TR59, TR64 TG U3: 194, 193, 203, 223, 278, TR59, TR64 TG U4: 163, TR59, TR64 TG U5: TR59, TR64 TG U6: TR59, TR64</p>
Standard 6: Summarize key details and ideas to support analysis of central ideas.	

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6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.	<p>TG U1: 172-174, 176-177, 215, 220, 220, 222-224, 225, 226-227, 246-247, 264, 266-267, 280, TR8</p> <p>TG U2: 162-164, 166-167, 232, 258, 263-264, TR8</p> <p>TG U3: 162-164, 166-167, 232-233, 234, 236-237, TR8</p> <p>TG U4: 162-164, 166-167, 176, 212, 222-224, 226-227, 276, TR8</p> <p>TG U5: 162-164, 166-167, 225, 232-234, 267, TR8</p> <p>TG U6: 82, 84, 93, 162-164, 166-167, 172, 289, TR8</p>
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.	<p>TG U1: 206-207, 262-264</p> <p>TG U2: 212-214, 216-217, 262-263</p> <p>TG U3: 262-264, 265, 266-267</p> <p>TG U5: 262-264</p> <p>TG U6: 122-124, 126-127, 262-264, 266-267</p>
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 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.	<p>TG U1: 14, 16-17, 192-193, 272-273, 274, 276-278</p> <p>TG U2: 222-223, 272-274, 276-277</p> <p>TG U3: 22-23, 32-33, 42-43, 52-53, 72-73, 82-83, 92-93, 102-103, 172-174, 176-178, 232-233, 272-273</p> <p>TG U4: 212-214, 216-217</p> <p>TG U5: 192-194, 196-197, 242-244, 246-247</p> <p>TG U6: 72-74, 76-77, 202-204, 206-207</p>

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8.2 With guidance and support, 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.	<p>TG U1: 162-164, 166-167, 172, 192-193, 202, 262, 272-273, 276-276, 277-278</p> <p>TG U2: 172-174, 176-177, 222-2233, 224-226, 272-274, 277-279</p> <p>TG U3: 162, 172, 174-175, 176-177, 226-227, 222-223, 224-225, 232, 242, 252</p> <p>TG U4: 12, 16-17, 162-163, 212-214, 232-234</p> <p>TG U5: 12-13, 22, 25, 52, 192-194, 224, 226-227, 242-244</p> <p>TG U6: 202, 204-206</p>
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 With guidance and support, ask and answer questions about known and unknown words.	<p>TG U1: 164, 194, 254-255, 256-257, 264-265, 272-273, 274-276</p> <p>TG U2: 192-194, 196-197, 242-243, 244-246</p> <p>TG U3: 202, 204-205, 206-207, 222-224, 226-227, 252-253, 254-256</p> <p>TG U4: 172-174, 176-177, 262-264, 266-267</p> <p>TG U5: 182, 184, 202-204, 206-207, 252, 254, 272, 274</p> <p>TG U6: 42-44, 46-47, 112, 114, 116-117, 212, 214, 216-217</p>
9.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	<p>TG U3: 183, 223</p> <p>TG U4: 183, 213, 233, 253</p> <p>TG U6: 184, 187</p>
9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	TG U5: 274-275, 276-277
9.4 With guidance and support, use print and multimedia resources to explore word relationships and meanings.	<p>TG U1: 194-195, 196-197</p> <p>TG U3: 214-216, 228-230</p> <p>TG U5: 182-184, 187, 252-254, 256-257</p> <p>TG U6: 112, 114, 116-117</p>

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9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	TG U1: 174, 194, 214, 234, 254, 274 TG U2: 164, 174, 184, 204, 224, 244, 264, 274 TG U3: 184, 194, 214, 234, 254, 274 TG U4: 164, 184, 204, 234, 254, 264, 274 TG U5: 174, 194, 214, 244, 252-254, 256-257, 264, 274 TG U6: 84, 104, 124, 164, 184, 204, 224, 264, 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 and illustrator and define the role of each.	TG U1: 14, 16-17, 164, 166-167 TG U2: 174-177, 224, 274, 276-277 TG U3: 162, 182, 222, 274, 276-277 TG U4: 12, 16-17, 162 TG U5: 92-94, 96-97 TG U6: 82, 197, 232, 277
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 With guidance and support, explore informational text structures within texts heard or read.	TG U1: 262-264, 266, 267, TR61 TG U2: 162-164, 166, 167, TR61 TG U3: 162-164, 166, 167, 232-234, TR61 TG U4: 162-164, 166, 167, 222-224, 226, 227, TR61 TG U5: 162-164, 166, 167, TR61 TG U6: 82-84, 162-164, 166-167, TR61
11.2 With guidance and support, identify the reasons an author gives to support a position.	TG U1: 212-213, 214, 216-217 TG U2: 212-214, 216-217 TG U3: 212-214, 216-217 TG U4: 202-204, 206-207, 272-274, 276-277 TG U5: 267 TG U6: 12, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132

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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, 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: 162, 166, 167, 172, 176, 177, 182, 186, 187, 202, 206, 207, 212, 216, 217, 222, 226, 227, 232, 236, 237, 242, 246, 247</p> <p>TG U3: 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 U4: 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 U5: 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 U6: 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 136, 137, 162, 166, 167, 172, 176, 177, 182, 186, 187, 192, 196, 197, 202, 206, 207, 212, 216, 217, 222, 226, 227, 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: 165, 175, 185, 205, 215, 225, 235, 245</p> <p>TG U3: 165, 175, 185, 195, 205, 215, 225, 235, 245, 255, 265, 275</p> <p>TG U4: 165, 175, 185, 195, 205, 215, 225, 235, 245, 255, 265, 275</p> <p>TG U5: 165, 175, 185, 195, 205, 215, 225, 235, 245, 255, 265, 275</p> <p>TG U6: 85, 95, 105, 115, 125, 135, 165, 175, 185, 195, 205, 215, 225, 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: 162, 163, 164, 172, 173, 174, 182, 183, 184, 202, 203, 204, 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244</p> <p>TG U3: 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 U4: 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 U5: 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 U6: 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 162, 163, 164, 172, 173, 174, 182, 183, 184, 192, 193, 194, 202, 203, 204, 212, 213, 214, 222, 223, 224, 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 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.	<p>TG U2: 168-170, 178-180, 188-190, 198-200, 208-210, 218-220, 228-230, 238-240, 248-250, 258-260, 268-270</p> <p>TG U5: 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>TG U6: 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>

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1.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	<p>TG U2: 169-170, 179-180, 189-190, 199-200, 209-210, 219-220, 229-230, 239-240, 249-250, 259-260, 269-270</p> <p>TG U5: 19-20, 29-30, 39-40, 49-50, 59-60, 69-70, 79-80, 99-100, 109-110, 119-120, 129-130, 139-140</p> <p>TG U6: 19-20, 29-30, 39-40, 49-50, 59-60, 69-70, 79-80, 119-120, 129-130, 139-140, 209-210, 219-220, 229-230</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 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.	<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 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</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</p> <p>TG U5: 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>
2.2 With guidance and support, 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 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</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</p> <p>TG U5: 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>

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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 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.	<p>TG U1: 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>TG U2: 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>TG U3: 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>TG U4: 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>
3.2 With guidance and support, 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, 99-100, 109-110, 119-120, 129-130, 139-140</p> <p>TG U2: 19-20, 29-30, 39-40, 49-50, 59-60, 69-70, 79-80, 99-100, 109-110, 119-120, 129-130, 139-140</p> <p>TG U3: 19-20, 29-30, 39-40, 49-50, 59-60, 69-70, 79-80, 99-100, 109-110, 119-120, 129-130, 139-140</p> <p>TG U4: 19-20, 29-30, 39-40, 49-50, 59-60, 69-70, 79-80, 99-100, 109-110, 119-120, 129-130, 139-140</p>
Language (L)	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	
4.1 With guidance and support, use nouns.	<p>TG U1: 170-171, 180-181, 190-191, 200-201</p> <p>TG U2: 120-121, 180-181</p> <p>TG U4: 40-41, 50-51, 60-61</p> <p>TG U5: 190-191, 200-201, 210-211</p> <p>TG U6: 190-191, 200-201, 210-211, 250-251</p>

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4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.	TG U1: 180-181, 190-191, 200-201, 210-211, 220-221, 230-231 TG U3: 90-91, 100-101, 250-251 TG U5: 190-191, 200-201, 210-211 TG U6: 190-191, 200-201
4.3 With guidance and support, understand and use interrogatives.	TG U1: 240-241, 250-251 TG U2: 100-101 TG U3: 168-170 TG U4: 188-190 TG U5: 40-41, 50-51
4.4 With guidance and support, use verbs.	TG U1: 230-231 TG U2: 20-21, 30-31, 60-61, 120-121 TG U3: 90-91, 100-101, 110-111 TG U4: 90-91, 100-101, 110-111 TG U5: 240-241, 250-251, 260-261 TG U6: 210-211, 250-251
4.5 With guidance and support, use adjectives.	TG U1: 13, 103, 229, TR29, TR32, TR33 TG U2: 201, TR29, TR32, TR33 TG U3: 1, TR29, TR32, TR33 TG U4: 1, TR29, TR32, TR33 TG U5: 63, 191, 211, TR29, TR32, TR33 TG U6: 253, TR29, TR32, TR33
4.6 With guidance and support, use prepositional phrases.	TG U2: 230-231, 240-241, 250-251, 260-261, 270-271 TG U3: 190-191, 200-201, 210-211 TG U5: 113 TG U6: 270-271, 280-281
4.7 With guidance and support, use conjunctions.	TG U6: 101

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4.8 Produce and expand complete sentences.	<p>TG U1: 131, 260-261 TG U2: 50-51, 70-71, 110-111, 120-121, 170-171, 180-181, 200-201, 210-211 TG U3: 140-141, 180-181, 240-241, 250-251, 260-261 TG U4: 190-191, 200-201, 210-211, 230-231, 280-281 TG U5: 90-91, 100-101, 110-111, 120-121 TG U6: 40-41, 90-91, 100-101, 240-241, 250-251, 260-261</p>
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.1 Capitalize the first word in a sentence and the pronoun <i>I</i> .	<p>TG U1: 120-121, 140-141 TG U2: 230-231 TG U3: 50-51, 60-61 TG U4: 140-141, 240-241 TG U5: 60-61, 90-91, 100-101, 110-111, 120-121 TG U6: 140-141</p>
5.2 Recognize and name end punctuation.	<p>TG U1: 131 TG U2: 80-81, 130-131 TG U3: 130-131, 168-170 TG U4: 30-31, 80-81, 130-131, 230-231, 250-251, 260-261 TG U5: 90-91, 100-101, 110-111, 120-121, 230-231 TG U6: 50-51, 60-61, 110-111</p>
5.3 Write letter(s) for familiar consonant and vowel sounds.	<p>The objective is met throughout the program. Refer to the following examples: TG U1: FS18, FS19, FS20, FS21, FS22 TG U2: FS8, FS12, FS13, FS16, FS20, FS24 TG U3: 221, FS8, FS12, FS13, FS16, FS20, FS24 TG U4: 171, FS2, FS6, FS8, FS14, FS16, FS20, FS21, FS24 TG U5: FS2, FS4, FS5, FS8, FS14, FS21 TG U6: 21, 32, 82, FS12, FS22, FS24</p>

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5.4 Spell simple words phonetically.	<p>TG U1: 271, 283</p> <p>TG U2: 41, 91, 141, 191, 221, FS4, FS3, FS5, FS6</p> <p>TG U3: 20-21, 70-71, 120-121, 170-171, 220-221, 270-272, FS8, FS9, FS10</p> <p>TG U4: 70-71, 120-121, 220-221, 270-271, FS4, FS8, FS9, FS10, FS12, FS13, FS14, FS20, FS21</p> <p>TG U5: 70-71, 130-131, 170-171, 220-221, 270-271, FS12, FS13, FS14, FS20, FS21</p> <p>TG U6: 70-71, 120-121, 170-171, 220-221, FS20, FS21</p>
5.5 Consult print and multimedia resources to check and correct spellings.	<p>TG U3: 121</p> <p>TG U4: 21</p> <p>TG U5: 221</p> <p>TG U6: 171</p>
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 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.	<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>

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6.2 Print upper-and lower-case letters.	<p>TG U1: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, FS3, FS8, FS10, FS14, FS17</p> <p>TG U3: 31, 81, 131, 181, 231, 281</p> <p>TG U4: 31, 81, 131, 181, 231, 281</p> <p>TG U5: 31, 81, 141, 181, 231, 281</p> <p>TG U6: 31, 81, 131, 181, 231</p>
6.3 Recognize that print moves from left to right and that there are spaces between words.	<p>TG U1: 261, FS5, FS6, FS11, FS12, FS13, FS14, FS15, FS17, FS22, FS23, FS25, FS26</p> <p>TG U2: 52, 62-63, 112-114, 190, 220, 222-224, 280, FS3, FS4, FS5, FS6, FS7, FS11, FS13, FS15, FS19, FS25</p> <p>TG U3: 112, FS6, FS7, FS11, FS13, FS15, FS19, FS25</p> <p>TG U4: 32, 62, 162, 220, 222, FS3, FS7, FS11, FS15, FS19, FS25</p> <p>TG U5: 31, 162, 202, FS3, FS11, FS15, FS19, FS23</p> <p>TG U6: 112, 162, 232, FS3, FS7, FS11, FS15, FS19, FS23</p>
6.4 Locate letter keys on an electronic device. <i>This indicator begins in Grade 2.</i>	<i>This indicator begins in Grade 2 according to the South Carolina English Language Arts Standards</i>

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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 play, conversation, drama, and story-telling.	<p>The objective is met throughout the program. Refer to the following examples:</p> <p>TG U1: 12, 23, 34, 42, 53, 62, 72, 83, 92, 104, 112, 123, 132, 162, 172, 184, 192, 202, 214, 222, 232, 246, 252, 263, 272</p> <p>TG U2: 12, 23, 32, 42, 54, 62, 76, 82, 92, 102, 117, 122, 132, 173, 182, 194, 202, 212, 226, 232, 247, 252, 264, 272</p> <p>TG U3: 14, 22, 33, 42, 56, 62, 72, 87, 92, 103, 112, 124, 132, 172, 186, 197, 202, 212, 222, 234, 242, 253, 262, 276</p> <p>TG U4: 12, 23, 32, 42, 54, 62, 72, 86, 92, 102, 117, 122, 133, 172, 182, 194, 202, 212, 226, 232, 242, 257, 262, 272</p> <p>TG U5: 12, 22, 33, 42, 52, 64, 72, 82, 96, 102, 112, 127, 132, 173, 182, 192, 204, 217, 222, 232, 246, 252, 262, 272</p> <p>TG U6: 12, 24, 32, 42, 53, 62, 72, 86, 92, 102, 117, 122, 133, 172, 184, 192, 202, 212, 226, 232, 247, 252, 262, 272</p>
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	<p>TG U1: 13, 23, 43, 113, 148, 233, 263</p> <p>TG U2: 13, 23, 43, 113, 163, 173, 288</p> <p>TG U3: 13, 103, 113, 173-174</p> <p>TG U4: 13-15, 23-24, 43, 113, 163, 223</p> <p>TG U5: 33, 43, 63, 74, 83, 104, 113, 123, 204, 224</p> <p>TG U6: 24, 43, 63, 74, 84, 94, 113, 124, 184</p>
1.3 Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.	<p>TG U1: 26, 40, 52, 82, 148, 190, 210, 220, 227, 230, 260, 288, TR6</p> <p>TG U2: 25, 40, 84, 148, 164, 166, 195, TR6</p> <p>TG U3: 25, 115, 135, 166, 195, 288, TR6</p> <p>TG U4: 25, 115, 166, 195, 255, TR6</p> <p>TG U5: 45, 82, 115, 175, 190, 210, 220, 230, 255, TR6</p> <p>TG U6: 65, 82, 95, 185, 255, TR6</p>

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1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.	<p>TG U1: 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>TG U2: 13-14, 43, 63, 83, 113, 163, 173, 183, 203, 213, 233, 243, 253, 263</p> <p>TG U3: 33, 53, 73, 93, 103, 163, 193, 203, 223, 233, 243, 253, 263</p> <p>TG U4: 13, 43, 63, 83, 113, 123, 173, 193, 213, 223, 243, 253, 263, 273</p> <p>TG U5: 23, 33, 43, 63, 93, 113, 163, 183, 203, 223, 213, 233, 243, 253, 263,</p> <p>TG U6: 13, 23, 53, 73, 83, 123, 113, 173, 193, 213, 223, 243, 253, 263</p>
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.	<p>TG U1: 33, 63, 83, 103, 123, 163, 203, 213, 243, 273</p> <p>TG U2: 33, 53, 83, 103, 123, 183, 203, 239, 257, 263, 273</p> <p>TG U3: 33, 63, 123, 183, 263</p> <p>TG U4: 33, 63, 74, 83, 103, 123, 133, 174, 193, 253, 263, 273</p> <p>TG U5: 83, 103, 123, 163, 194, 213, 253</p> <p>TG U6: 13, 23, 33, 53, 73, 83, 103, 123, 163-164, 193, 203, 213, 223, 274</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 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.	<p>TG U1: 278-280</p> <p>TG U2: 68-70</p> <p>TG U3: 198-200</p> <p>TG U4: 238-240</p> <p>TG U5: 88-90, 228-230, 238-240, 282</p> <p>TG U6: 38-40, 178-180, 198-200, 268-270, 278-280</p>

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2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.	<p>TG U1: 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</p> <p>TG U2: 18-20, 38-40, 128-130, 138-140, 278-280</p> <p>TG U3: 28-30, 98-100, 178-180, 198-200, 258-260</p> <p>TG U4: 38-40, 98-100, 178-180, 188-190, 218-220, 238-240, 248-250</p> <p>TG U5: 88-90, 98-100, 128-130, 228-230, 238-240, 258-260</p> <p>TG U6: 268-270, 278-280</p>
2.3 <i>This indicator begins in Grade 6.</i> Grade 6 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	2.3 <i>This indicator begins in Grade 6 according to the South Carolina English Language Arts Standards.</i>
2.4 <i>This indicator begins in Grade 3.</i> 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 <i>This indicator begins in Grade 3 according to the South Carolina English Language Arts Standards.</i>
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Explore how ideas and topics are depicted in a variety of media and formats.	<p>TG U1: 10, 144, 168, 199</p> <p>TG U2: 118, 140, 147</p> <p>TG U3: 29, 90, 240, 280, 282, 287</p> <p>TG U4: 49, 80, 90, 144</p> <p>TG U5: 10, 259, 280</p> <p>TG U6: 18, 48, 151, 157, 169, 203, 212, 282, 286</p>
3.2 Use appropriate props, images, or illustrations to support verbal communication.	<p>TG U1: 28-30, 98-100</p> <p>TG U2: 18-20, 28-30, 108-110, 118-120, 268-270</p> <p>TG U3: 188-190, 198-200</p> <p>TG U4: 100, 110, 120, 128-130, 178-180, 268-270</p> <p>TG U5: 78-80, 118-120, 128-130, 208-210, 268-270</p> <p>TG U6: 18-20, 118-110, 258-260</p>

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To the South Carolina College- and Career-Ready Standards for
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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.	When listening to presentations, children have the opportunity to meet this objective. TG U1: 28-30, 63, 68-70, 78-80, 98-100, 122, 163, 178-180, 228-230, 268-270 TG U2: 17, 18-20, 88-90, 118-120, 213, 238-240, 256-257 TG U3: 43, 46-47, 48-50, 64, 96-97, 116, 173, 176 TG U4: 58-60, 104, 106-107, 224, 252, 254 TG U5: 13, 23, 27, 72, 96, 104, 106, 182, 194, 196-197, 232, 242, 254 TG U6: 14, 16-17, 24, 26-27, 34, 36-37, 244
4.2 Identify the introduction and conclusion of a presentation.	When listening to presentations, children have the opportunity to meet this objective. TG U1: 28-30, 63, 68-70, 78-80, 98-100, 122, 163, 178-180, 228-230, 268-270 TG U2: 17, 18-20, 88-90, 118-120, 213, 238-240, 256-257 TG U3: 43, 46-47, 48-50, 64, 96-97, 116, 173, 176 TG U4: 58-60, 104, 106-107, 224, 252, 254 TG U5: 13, 23, 27, 72, 96, 104, 106, 182, 194, 196-197, 232, 242, 254 TG U6: 14, 16-17, 24, 26-27, 34, 36-37, 244
4.3 Identify when the speaker uses intonation and word stress.	When listening to presentations, children have the opportunity to meet this objective. TG U1: 28-30, 63, 68-70, 78-80, 98-100, 122, 163, 178-180, 228-230, 268-270 TG U2: 17, 18-20, 88-90, 118-120, 213, 238-240, 256-257 TG U3: 43, 46-47, 48-50, 64, 96-97, 116, 173, 176 TG U4: 58-60, 104, 106-107, 224, 252, 254 TG U5: 13, 23, 27, 72, 96, 104, 106, 182, 194, 196-197, 232, 242, 254 TG U6: 14, 16-17, 24, 26-27, 34, 36-37, 244

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Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.	TG U1: 12, 32, 43, 63, 72-74, 76, 77, 102, 132-134, 182, 232, FS2, FS4 TG U2: 17, 22, 64, 66, 67, 122-123, 124, 126, 127, 182, 212, 241, FS2, FS4 TG U3: 32, 52-53, 54, 56, 57 TG U4: 32, 34, 92, 112, 114, 117, 202, 242 TG U5: 42-43, 92, 127, 132-133, 134, 137, 242 TG U6: 42, 62, 72, 92, 182, 192, 233, 252, 263-264, 267
5.2 Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.	TG U1: TR52 TG U2: TR52 TG U5: 103 TG U6: 262, 268
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>