

A Correlation of
**Pearson
ReadyGEN**
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To

**Webb's Depth of Knowledge (DOK)
Levels of Reading and the
Common Core State Standards
Grade 1**

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Introduction

This document demonstrates how Pearson *ReadyGEN*, ©2014 meets the **Webb’s Depth of Knowledge (DOK) Levels of Reading and the Common Core State Standards**. Correlation page references are to the Unit Module Teacher’s Guides and Phonics Teacher’s Guide (K-3) or Word Analysis Teacher’s Guide (Grades 4-5).

ReadyGEN is a comprehensive, K-5 literacy curriculum of topically-related text sets and routines-based instruction. ReadyGEN is being created with the goal of equipping all teachers and students with the tools and practices necessary to meet the new expectations of the Common Core Standards and the Publisher’s Criteria. Lessons are designed on the principles of the gradual release of responsibility framework with the goal of building independent readers and writers. At the heart of ReadyGEN is reciprocity between reading and writing to promote student thinking and understanding through citation of text-based evidence. Students are taught to carefully analyze and synthesize sources, write to sources, and defend claims.

Program Organization

ReadyGEN is organized around unit modules (six units in grades K-2; four units in grades 3-5) with a focus on science and social studies standards-based topics. Text sets, comprised of full length and shorter authentic pieces of literary and informational trade books and texts, are used to build knowledge around these topics for sustained periods of time. All texts are aligned to the complexity requirements outlined in the Common Core Standards, ensuring that all students interact with appropriate grade-level texts. Teachers will have access to a variety of scaffolded strategies to help support all learners.

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Reading Standards for Literature	
Key Ideas and Details	
<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>DOK: Level 1</p>	<p>TG U1: 12–13, 16–17, 52–53, 56–57, 72–73, 76–77, 92–93, 122–123, 132–133</p> <p>TG U2: 22–23, 32–33, 62–63, 66–67, 72–73, 82–83, 102–103, 112–113, 132–133</p> <p>TG U3: 12–13, 32–33, 42–43, 52–53, 86–87, 92–93, 102–103, 132–133, 136–137</p> <p>TG U4: 12–13, 22–23, 42–43, 52–53, 62–63, 92–93, 102–103, 122–123, 132–133</p> <p>TG U5: 12–13, 16–17, 22–23, 32–33, 42–43, 52–53, 62–63, 66–67, 72–73, 122–123</p> <p>TG U6: 62–63, 66–67, 72–73, 82–83, 86–87, 92–93, 112–113, 122–123, 132–133</p>
<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>DOK: Level 1</p>	<p>TG U1: 15, 16–17, 45, 46–47, 95, 96–97, 108–109, 112, 115, 116–117, 125, 126–127</p> <p>TG U2: 21, 28–31, 42, 102, 112, 125, 126, 132, 133, 134, 135</p> <p>TG U3: 21, 52, 62, 67, 71, 75, 76–77, 85, 91, 95, 101, 115, 116–117, 121, 125</p> <p>TG U4: 39, 72, 75, 76–77, 132, 133, 135, 136, 137</p> <p>TG U5: 38–41, 45, 46–47, 75, 76–77</p> <p>TG U6: 65, 92, 94, 95, 96–97, 102, 112, 115, 116–117, 235, 236–237</p>
<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>DOK: Level 1</p>	<p>TG U1: 13, 23, 33, 36–37, 53, 63, 73, 83, 95, 103, 113, 123</p> <p>TG U2: 13, 15, 35, 45, 95, 105, 135, 136</p> <p>TG U3: 13, 15, 16, 17, 33, 35, 36, 37, 45, 46, 47, 65, 95, 96, 97</p> <p>TG U4: 15, 16–17, 35, 36–37, 38, 65, 66–67, 85, 86–87, 125, 126–127</p> <p>TG U5: 13, 15, 16–17, 23, 25, 26–27, 43, 45, 46–47, 53, 55, 56–57, 63, 65, 66–67</p> <p>TG U6: 13, 15, 16–17, 23, 53, 63, 64, 66–67, 73, 83, 85, 86–87, 93, 103, 106–107, 113, 133</p>

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Craft and Structure	
<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>DOK: Level 1</p>	<p>TG U1: 23, 24, 25, 26-27, 38-39, 40, 43, 54, 55, 56-57, 63, 77, 85, 86-87, 103, 105, 115</p> <p>TG U2: 38, 61, 66, 75, 76-77</p> <p>TG U3: 13, 22, 23, 25, 26-27, 55, 56-57, 85, 86-87, 103</p> <p>TG U4: 45, 46-47, 56, 73, 103, 107, 113</p> <p>TG U5: 15, 25, 42, 52, 55, 56-57, 62, 65, 66-67, 69, 70, 72</p> <p>TG U6: 63, 75, 76-77, 83, 102-103, 104-105, 106-107, 113, 123, 124-125, 126-127</p>
<p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>DOK: Level 2</p>	<p>TG U1: 22, 132, 135, 137, 162, 163, 172, 173, 203, 254, 262</p> <p>TG U2: 135, 170</p> <p>TG U5: 13, 105, 106, 107, 122, 132, 133, 135, 136, 137</p>
<p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>DOK: Level 1</p>	<p>TG U3: 112</p> <p>TG U4: 13, 15, 17, 22, 53, 55, 56, 57, 63</p> <p>TG U6: 63, 65, 66</p>
Integration of Knowledge and Ideas	
<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>DOK: Level 1</p>	<p>TG U1: 13, 16-17, 33, 53, 63, 73, 76-77, 83, 86-87, 95, 103, 106-107, 113, 123</p> <p>TG U2: 23, 25, 35, 36-37, 43, 45, 75, 92, 95, 103, 107, 132, 136</p> <p>TG U3: 35, 36-37, 38, 43, 45, 46-47, 52, 53, 56-57, 63, 67, 85, 95, 107, 122, 132, 133</p> <p>TG U4: 13, 15, 16-17, 23, 25, 33, 43, 53, 65, 73, 83, 93, 103, 113, 123</p> <p>TG U5: 13, 15, 16-17, 33, 43, 45, 46-47, 55, 56-57, 63, 65, 66-67, 73</p> <p>TG U6: 63, 65, 66-67, 73, 74-75, 76-77, 82-83, 85, 86-87, 93, 95, 96-97, 103, 113</p>
<p>RL.1.8 (Not applicable to literature)</p>	<p>Not applicable according to the Common Core Standards for English Language Arts</p>

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<p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>DOK: Level 2</p>	<p>TG U1: 62, 65, 66–67, 107, 127 TG U2: 27, 107, 135 TG U3: 63, 122–123, 124–125, 126, 127, 137 TG U4: 122–123, 124, 125, 126, 127, 135, 136 TG U5: 35</p>
Range of Reading and Level of Text Complexity	
<p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>DOK: Level 1</p>	<p>TG U1: 15, 25, 26, 35, 45, 46, 55, 65, 75, 76, 85, 95, 96, 105, 115, 125, 126, 135 TG U2: 15, 25, 26, 35, 45, 46, 55, 65, 75, 76, 85, 95, 96, 105, 115, 125, 126, 135 TG U3: 15, 25, 26, 35, 45, 46, 55, 65, 75, 76, 85, 95, 96, 105, 115, 125, 126, 135 TG U4: 15, 25, 26, 35, 45, 46, 55, 65, 75, 76, 85, 95, 96, 105, 115, 125, 126, 135 TG U5: 15, 25, 26, 35, 45, 46, 55, 65, 75, 76, 85, 95, 96, 105, 115, 125, 126, 135 TG U6: 65, 75, 76, 85, 95, 96, 102, 105, 115, 125, 126, 135</p>
Reading Standards for Informational Text	
Key Ideas and Details	
<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>DOK: Level 1</p>	<p>TG U1: 162–163, 165, 166–167, 172–173, 182–183, 185, 186–187, 192–193, 212–213, 215, 216–217, 265, 266–267 TG U2: 162–163, 166–167, 182–183, 186–187, 192–193, 202–203, 212–213, 222–223 TG U3: 162–163, 172–173, 182–183, 212–213, 216–217, 222–223, 242–243, 246–247 TG U4: 162–163, 192–193, 202–203, 212–213, 216–217, 222–223, 242–243, 256–257 TG U5: 82, 85, 86–87, 92, 95, 96–97, 102, 115, 116–117, 165, 166–167, 195, 196–197 TG U6: 12–13, 16–17, 42–43, 52–53, 56–57, 122–123, 132–133, 192–193, 206–207, 212–213, 216–217, 236–237, 262–263, 266–267</p>

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<p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>DOK: Level 1</p>	<p>TG U1: 192–193, 194–195, 196–197, 202, 203, 204, 205, 206–207, 252, 253, 254, 255, 256–257</p> <p>TG U2: 163, 165, 166–167, 173, 183, 193, 213, 273, 275, 276, 277</p> <p>TG U3: 162, 163, 165, 166, 167, 168, 175, 185, 186, 202, 206, 207, 215, 222, 223, 245, 252, 255, 256, 257, 262, 275, 276, 277</p> <p>TG U4: 173, 182, 183, 185, 192, 193, 202, 215, 272</p> <p>TG U5: 83, 93, 95, 103, 113, 123, 163, 165, 173, 175, 176–177, 193, 195, 225, 226–227, 233, 263, 264, 266–267</p> <p>TG U6: 165, 166–167, 233, 235, 236–237</p>
<p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>DOK: Level 2</p>	<p>TG U1: 163, 173, 183, 193, 203, 213, 233, 243, 253, 263</p> <p>TG U2: 163, 173, 185, 193, 213, 223, 245, 273</p> <p>TG U3: 163, 173, 183, 193, 195, 203, 212, 213, 223, 232, 233, 234, 236, 237, 243, 253, 263</p> <p>TG U4: 163, 164, 172, 173, 182, 183, 193, 203, 213, 223, 233, 243, 253, 263, 273</p> <p>TG U5: 115, 116–117, 173, 183, 190, 193, 203, 213, 223, 233, 243, 253, 273</p> <p>TG U6: 13, 15, 16–17, 33, 35, 36–37, 53, 55, 56–57, 203, 205, 206–207, 223, 225, 226–227, 255, 256–257</p>

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Craft and Structure	
<p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>DOK: Level 1</p>	<p>TG U1: 163, 166–167, 173, 183, 203, 223, 233, 253, 263, 273, 276–277</p> <p>TG U2: 164, 174, 184, 194, 203, 204, 213, 214, 223, 224, 234, 244, 253, 254, 264, 274</p> <p>TG U3: 163, 173, 183, 193, 213, 225, 226, 227, 233, 243, 253, 273</p> <p>TG U4: 163, 165, 166, 167, 173, 181, 183, 213, 243, 245, 246, 247, 263, 273</p> <p>TG U5: 83, 93, 103, 113, 163, 183, 203, 213, 223, 233, 243, 253</p> <p>TG U6: 13, 15, 22, 23, 25, 26–27, 33, 35, 42, 43, 45, 46–47, 53, 163, 173, 175, 183, 193, 203, 205, 206–207, 213, 223, 233, 243, 245, 246–247</p>
<p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>DOK: Level 1</p>	<p>TG U1: 172, 173, 174, 175, 176, 177, 178, 179, 212, 213, 214, 215, 216, 217, 222, 223, 224, 225, 226, 227</p> <p>TG U2: 173, 179, 185, 205, 206–207, 256–257, 277</p> <p>TG U3: 168, 170, 175, 176, 177, 195, 196, 197, 222, 223, 225, 226, 227, 233</p> <p>TG U4: 172, 173, 175, 176, 177, 193, 195, 196, 197, 263, 265, 266, 267, 278</p> <p>TG U5: 163, 165, 166–167, 173, 178, 180, 183, 184, 185, 186–187, 193, 194, 195, 203, 205, 206–207, 242, 243, 245, 246–247, 253, 255, 256–257, 275, 276–277</p> <p>TG U6: 46, 222</p>
<p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>DOK: Level 2</p>	<p>TG U1: 193, 235, 275, 277</p> <p>TG U2: 173, 174</p> <p>TG U3: 203, 253, 263, 273</p> <p>TG U4: 183, 193, 203, 223, 233, 235, 236–237, 238, 243</p> <p>TG U5: 173, 175, 176–177, 213, 215, 216–217</p> <p>TG U6: 193, 195, 196–197, 265, 266–267</p>

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Integration of Knowledge and Ideas	
<p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>DOK: Level 1</p>	<p>TG U1: 163, 173, 183, 193, 256–257, 273, 275, 276–277</p> <p>TG U2: 163, 164, 167, 172, 173, 174, 175, 182, 183, 186, 192, 193, 202, 203, 204, 205, 206, 212, 213, 214, 215, 216, 217, 227, 263, 273</p> <p>TG U3: 173, 183, 193, 203, 213, 223, 233, 243, 253, 255, 256, 257, 273</p> <p>TG U4: 183, 185, 186, 187, 193, 213, 215, 216, 217, 223, 235, 236, 237</p> <p>TG U5: 163, 173, 175, 193, 203, 213, 223, 233, 235, 236, 243</p> <p>TG U6: 163, 165, 166–167, 173, 175, 176–177, 183, 193, 203, 233, 235, 236–237, 263</p>
<p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>DOK: Level 1</p>	<p>TG U2: 263</p> <p>TG U3: 185, 186, 187, 193, 202, 208, 212, 222, 223, 232, 233, 242, 243, 245, 246, 247, 275, 276, 277</p> <p>TG U4: 230, 231</p> <p>TG U6: 33, 53, 183, 185, 186–187, 215, 216-217</p>
<p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>DOK: Level 2</p>	<p>TG U1: 242, 243, 245, 246–247</p> <p>TG U2: 192–193, 194–195, 196–197, 246–247</p> <p>TG U3: 205, 206, 207, 212, 213</p> <p>TG U4: 222, 223, 224, 225, 226, 227, 272, 273, 274, 275, 277</p> <p>TG U5: 262, 263, 264, 265, 266-267, 272, 273, 274–275, 276–277</p> <p>TG U6: 132, 133, 135, 136-137, 252, 253, 262, 263, 264, 265, 266-267, 272, 273, 274, 275, 276–277</p>

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Range of Reading and Level of Text Complexity	
<p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>DOK: Level 1</p>	<p>TG U1: 165, 175, 176, 185, 195, 196, 205, 215, 225, 226, 235, 245, 246, 255, 265, 275, 276</p> <p>TG U2: 165, 175, 176, 185, 195, 196, 205, 215, 225, 226, 235, 245, 246, 255, 265, 275, 276</p> <p>TG U3: 165, 175, 176, 185, 195, 196, 205, 215, 225, 226, 235, 245, 246, 255, 265, 275, 276</p> <p>TG U4: 165, 175, 176, 185, 195, 196, 205, 215, 225, 226, 235, 245, 246, 255, 265, 275, 276</p> <p>TG U5: 165, 175, 176, 185, 195, 196, 205, 215, 225, 226, 235, 245, 246, 255, 265, 275, 276</p> <p>TG U6: 15, 25, 35, 45, 55, 165, 175, 176, 185, 195, 196, 205, 215, 225, 226, 235, 245, 246, 255, 265, 275, 276</p>
Reading Standards: Foundational Skills	
Print Concepts	
<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>DOK: Level 1</p>	<p>TG Phonics: 13, 19, 25, 31, 50, 53, 67, 74, 81, 94, 111, 118, 129, 141, 148, 169, 185, 192, 213, 236, 243, 264</p>
<p>RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>DOK: Level 1</p>	<p>TG U1: 19, 21, 29, 109, 129, 239, 249</p> <p>TG U2: 33, 63, 83, 269, 271</p> <p>TG U3: 128, 278, 279</p> <p>TG U4: 120, 249, 259, 261, 285</p> <p>TG U5: 19, 29, 39, 41, 49, 51, 269, 279</p> <p>TG U6: 29, 128, 249</p> <p>TG Phonics: 13, 19, 31, 50, 53, 74, 81, 88, 104, 111, 129, 141, 155, 185, 192, 199, 213, 229, 236, 243, 250, 257, 264</p>
Phonological Awareness	
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>DOK: Level 1</p>	<p>TG Phonics: 45, 55, 61, 76, 83, 98, 102, 106, 112, 119, 133, 136, 142, 143, 149, 150, 156, 163, 164, 177, 180, 186, 194, 200, 204, 213, 234, 238, 248, 251</p>

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RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words. DOK: Level 2	TG Phonics: 99, 106, 113, 120, 130, 136
RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. DOK: Level 1	TG Phonics: 12, 24, 30, 42, 52, 59, 66, 73, 79, 80, 81, 86, 87, 88, 191, 211, 213, 228, 235, 242, 249, 256, 263
RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. DOK: Level 1	TG Phonics: 10, 16, 23, 24, 30, 40, 48, 51, 69, 72, 73, 76, 87, 90, 102, 124, 134, 140, 161, 205, 211, 242, 263, 266
RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). DOK: Level 1	TG Phonics: 11, 35, 42, 48, 51, 58, 76, 79, 83, 99, 102, 106, 109, 113, 167, 171, 218, 227, 234, 238, 245, 252, 255, 259
Phonics and Word Recognition	
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. DOK: Level 1	TG Phonics: 46, 70, 77, 84, 96, 100, 117, 121, 124, 128, 131, 134, 175, 188, 195, 198, 204, 211, 216, 240, 259, 263, 265
RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs. DOK: Level 1	TG Phonics: 51, 53, 92, 93, 94, 109, 111
RF.1.3.b Decode regularly spelled one-syllable words. DOK: Level 1	TG Phonics: 20, 37, 43, 53, 60, 67, 71, 84, 94, 100, 107, 114, 121, 125, 131, 144, 151, 165, 168, 181, 192, 209, 217, 239
RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds. DOK: Level 1	TG Phonics: 99, 100, 108, 110, 115, 122, 123, 124, 136, 137, 138, 140, 146, 147, 196, 201, 202, 209, 210, 216, 217, 219

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<p>RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>DOK: Level 1</p>	<p>TG Phonics: 139, 146, 157, 187, 204, 241, 248, 253, 260</p>
<p>RF.1.3.e Decode two syllable words following basic patterns by breaking the words into syllables.</p> <p>DOK: Level 1</p>	<p>TG Phonics: 139, 141, 148, 153, 187, 188, 199, 206, 224, 226, 230, 239, 241, 243, 246, 250, 255, 257, 260, 262</p>
<p>RF.1.3.f Read words with inflectional endings.</p> <p>DOK: Level 1</p>	<p>TG Phonics: 65, 69, 70, 72, 90, 127, 128, 129, 132, 134, 157, 158, 160, 161, 162, 173, 178, 187, 188, 204, 222, 253, 254</p>
<p>RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.</p> <p>DOK: Level 1</p>	<p>TG Phonics: 44, 52, 63, 77, 80, 96, 100, 117, 128, 131, 140, 144, 158, 165, 168, 172, 198, 209, 216, 228, 235, 239, 266</p>
Fluency	
<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>DOK: Level 1</p>	<p>TG U1: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276 TG U2: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276 TG U3: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276 TG U4: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276 TG U5: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276 TG U6: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276</p>
<p>RF.1.4.a Read grade-level text with purpose and understanding.</p> <p>DOK: Level 1</p>	<p>TG U1: 226–227, 246–247 TG U2: 226–227 TG U4: 26–27, 46–47, 76–77, 96–97, 126–127, 176–177, 196–197, 246–247, 276–277 TG U5: 26–27, 46–47, 76–77, 96–97, 126–127, 276–277 TG U6: 26–27, 46–47, 76–77, 96–97, 126–127, 176–177, 196–197</p>

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<p>RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>DOK: Level 1</p>	<p>TG U1: 26, 46, 66, 96, 126, 176, 196, 226, 246, 276 TG U2: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276 TG U3: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276 TG U4: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276 TG U5: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276 TG U6: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276</p>
<p>RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>DOK: Level 2</p>	<p>TG U3: 53 TG U4: 165, 167, 193, 245, 246, 247 TG U5: 13 TG U6: 245, 246–247</p>

Writing Standards

Text Types and Purposes	
<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>DOK: Level 3</p>	<p>TG U1: 68–69, 70–71, 248–249, 250–251 TG U2: 38–41, 48–51, 58–61, 68–71, 78–81, 88–91, 98–101, 108–111, 118–121, 128–131, 138–141, 142–149, 218–221 TG U3: 188–191, 198–201, 208–211, 218–221, 228–231, 238–241, 248–251, 258–261, 268–271, 278–281, 282–289 TG U4: 228–231, 278–281 TG U5: 108–111, 278–281 TG U6: 38–41, 48–51, 58–61, 68–71, 78–81, 98–101, 118–121, 128–131, 146–149, 188–191, 208–211, 218–221, 238–241, 248–251, 258–261, 268–271, 278–281, 282–289</p>

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<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>DOK: Level 3</p>	<p>TG U1: 168–169, 178–179, 188–189, 190–191, 208–209, 220–221, 230–231, 258–259, 268–269, 280–281</p> <p>TG U2: 168–171, 178–181, 188–191, 198–201, 208–211, 228–231, 238–241, 248–251, 258–261, 268–271, 278–281, 282–289</p> <p>TG U3: 168–171, 178–181</p> <p>TG U4: 168–171, 179–181, 189–191, 198–201, 208–211, 218–221, 238–241, 248–251, 258–261, 278–281, 282–289</p> <p>TG U5: 168–171, 178–181, 188–191, 198–201, 208–211, 218–221, 228–231, 238–241, 248–251, 258–261, 268–271, 282–289</p> <p>TG U6: 18–21, 28–31, 168–171, 178–181</p>
<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>DOK: Level 3</p>	<p>TG U1: 18–19, 28–29, 40–41, 50–51, 78–79, 90–91, 108–109, 110–111, 120–121, 130–131, 142–149</p> <p>TG U2: 18–21, 28–31</p> <p>TG U3: 18–21, 28–31, 38–41, 48–51, 58–61, 68–71, 78–81, 88–91, 98–101, 108–111, 118–121, 128–131, 138–141, 142–149</p> <p>TG U4: 18–21, 28–31, 38–41, 48–51, 58–61, 68–71, 88–91, 98–101, 108–111, 118–121, 128–131, 128–131, 138–141, 142–149</p> <p>TG U5: 18–21, 28–31, 38–41, 48–51, 58–61, 68–71, 78–81, 88–91, 98–101, 118–121, 128–131, 138–141, 142–149</p>
<p>W.1.4 (Begins in grade 3)</p>	<p>Not applicable according to the Common Core Standards for English Language Arts</p>

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Production and Distribution of Writing	
<p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>DOK: Level 3</p>	<p>TG U1: 128–129, 130–131, 145, 278–279, 280–281 TG U2: 138–139, 140, 268–269, 270–271 TG U3: 128–131, 138–139, 268–271 TG U4: 100–101, 110–111, 120–121, 260–261, 280–281, 283 TG U5: 118–119, 131, 248–249, 259, 269, 279 TG U6: 108–111, 118–121, 128–131, 138–141, 240–241</p>
<p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>DOK: Level 3</p>	<p>TG U1: 21, 41, 51, 61, 81, 101, 121, 131, 171, 201, 231, 241, 261, 271, 281 TG U2: 31, 71, 91, 111, 141, 181, 191, 201, 211, 221, 231, 241, 251, 261, 271 TG U3: 21, 41, 51, 61, 81, 91, 101, 121, 131, 171, 201, 231, 241, 261, 271, 281 TG U4: 31, 71, 91, 111, 141, 181, 191, 201, 211, 221, 231, 241, 251, 261, 271 TG U5: 21, 41, 51, 61, 81, 91, 101, 121, 131, 171, 201, 231, 241, 261, 271, 281 TG U6: 31, 71, 91, 111, 141, 181, 191, 201, 211, 221, 231, 241, 251, 261, 271</p>
Research to Build and Present Knowledge	
<p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>DOK: Level 3</p>	<p>TG U1: 260–261, 270–271, 280–281 TG U2: 70–71, 100–101, 110–111, 120–121, 130–131, 140–141, 230–231, 240–241, 260–261, 270–271, 280–281 TG U3: 70–71, 80–81 TG U4: 20–21, 30–31, 40–41, 50–51, 70–71, 80–81, 90–91, 100–101, 110–111, 120–121, 270–271 TG U5: 20–21, 30–31, 40–41, 50–51, 60–61, 70–71, 80–81, 90–91, 100–101, 110–111, 120–121, 130–131, 140–141, 170–171, 180–181, 190–191, 200–201, 220–221, 230–231, 282–289 TG U6: 20–21, 30–31, 40–41, 50–51, 60–61, 130–131, 140–141, 170–171, 180–181, 190–191, 210–211, 220–221, 230–231, 240–241, 250–251, 260–261</p>

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<p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>DOK: Level 3</p>	<p>TG U1: 220–221, 230–231, 240–241, 250–251, 260–261, 270–271 TG U2: 220–221, 250–251, 282–289 TG U3: 90–91, 100–101, 170–171, 178–179, 240–241 TG U4: 268–269, 270–271, 280–281 TG U5: 120–121, 170–171, 200–201, 220–221, 230–231 TG U6: 20–21, 180–181, 200–201</p>
<p>W.1.9 (Begins in grade 4)</p>	<p>Not applicable according to the Common Core Standards for English Language Arts</p>
Range of Writing	
<p>W.1.10 (Begins in grade 3)</p>	<p>Not applicable according to the Common Core Standards for English Language Arts</p>
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>DOK: Level 1</p>	<p>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 164, 194, 224, 254, 264, 274 TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 164, 194, 224, 254, 264, 274 TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 164, 194, 224, 254, 264, 274 TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 164, 194, 224, 254, 264, 274 TG U5: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 164, 174, 184, 194, 204, 214, 234, 244 TG U6: 14, 24, 44, 64, 84, 104, 114, 134, 174, 194, 214, 234, 254, 264, 274</p>
<p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>DOK: Level 1</p>	<p>TG U1: 14, 24, 94, 104, 114, 164, 174 TG U2: 14, 24, 74, 84, 104, 114, 234 TG U3: 54, 64, 164, 174, 254 TG U4: 54, 104, 114, 204, 214, 224, 234, 244, 254, 274 TG U5: 34, 104, 124, 134, 244, 274 TG U6: 14, 54, 104, 184, 254, 274</p>

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<p>SL.1.1.b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>DOK: Level 1</p>	<p>TG U1: 74, 244, 254 TG U2: 214 TG U3: 64, 134, 224, 234, 244 TG U4: 14, 24, 54, 74, 164, 174 TG U5: 14, 34 TG U6: 184, 204, 274</p>
<p>SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>DOK: Level 1</p>	<p>TG U1: 92, 124, 134, 264, 272, 274 TG U2: 14, 24, 74, 104, 204, 214 TG U3: 54, 64, 74, 84, 104, 114 TG U4: 64, 74, 84 TG U5: 14, 44, 84, 164, 174, 274 TG U6: 24, 64, 104, 274</p>
<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>DOK: Level 1</p>	<p>TG U1: 12, 32, 52, 62, 82, 102, 112, 132, 162, 182, 202, 222, 232, 252, 262, 272 TG U2: 22, 42, 62, 72, 92, 102, 122, 162, 172, 182, 192, 202, 212, 232, 252, 262 TG U3: 12, 32, 52, 62, 82, 102, 112, 132, 162, 182, 202, 222, 232, 252, 262, 272 TG U4: 22, 42, 62, 72, 92, 102, 122, 162, 172, 182, 192, 202, 212, 232, 252, 262 TG U5: 12, 32, 52, 62, 82, 102, 112, 132, 162, 182, 202, 222, 232, 252, 262, 272 TG U6: 22, 42, 62, 72, 92, 102, 122, 162, 172, 182, 192, 202, 212, 232, 252, 262</p>
<p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>DOK: Level 1</p>	<p>TG U1: 134, 264, 274 TG U2: 24, 74, 104 TG U3: 14, 24, 64, 74, 84, 104 TG U4: 204, 234, 244 TG U5: 14, 164, 174, 184, 234 TG U6: 174, 274</p>
Presentation of Knowledge and Ideas	
<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>DOK: Level 1</p>	<p>TG U1: 112, 234 TG U2: 35, 96, 97, 106, 107, 109, 122, 135, 136 TG U3: 24, 34, 35, 44, 45, 52, 54, 56, 57, 64, 65, 67, 78, 107, 122, 132, 135, 136, 137, 257, 267 TG U5: 24, 34, 66–67, 77, 97, 105, 106, 114, 115, 116, 124, 254, 274 TG U6: 84, 104, 224, 234, 264</p>

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<p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>DOK: Level 1</p>	<p>TG U1: 15, 16, 45, 46, 61, 91, 95, 97, 101, 115, 116, 125, 126, 205, 206, 246, 256, 277</p> <p>TG U2: 135, 136</p> <p>TG U3: 15, 16–17, 35, 36–37, 45, 46–47, 65, 66–67, 95, 96–97, 125, 126–127, 135, 136–137, 215, 216–217</p> <p>TG U4: 15, 16–17, 135, 165, 166–167, 185, 186–187, 205, 206–207, 215, 216–217</p> <p>TG U5: 15, 16–17, 20, 25, 27, 31, 37, 45, 47, 57</p> <p>TG U6: 15, 16–17, 65, 66–67, 127, 146, 166–167, 197, 255, 256, 267</p>
<p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>DOK: Level 1</p>	<p>TG U1: 14, 34, 54, 74, 94, 114, 134, 164, 184, 201, 224, 244, 264</p> <p>TG U2: 44, 134, 135, 136, 194, 224</p> <p>TG U4: 66, 201, 209, 219, 230, 279</p> <p>TG U5: 74, 104, 134, 224</p> <p>TG U6: 44, 54, 74, 104, 254, 264</p>
Language Standards	
Conventions of Standard English	
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>DOK: Level 1</p>	<p>TG U1: 19, 29, 49, 59, 103, 109, 129, 169, 179, 189, 199, 209, 219, 229, 239, 249, 259, 269, 279</p> <p>TG U2: 19, 29, 49, 59, 69, 79, 89, 99, 109, 119, 129, 139, 169, 179, 189, 199, 209, 219, 229, 239, 249</p> <p>TG U3: 19, 29, 49, 59, 103, 109, 129, 169, 179, 189, 199, 209, 219, 229, 239, 249, 259, 269, 279</p> <p>TG U4: 19, 29, 49, 59, 69, 79, 89, 99, 109, 119, 129, 139, 169, 179, 189, 199, 209, 219, 229, 239, 249</p> <p>TG U5: 19, 29, 49, 59, 103, 109, 129, 169, 179, 189, 199, 209, 219, 229, 239, 249, 259, 269, 279</p> <p>TG U6: 19, 29, 49, 59, 69, 79, 89, 99, 109, 119, 129, 139, 169, 179, 189, 199, 209, 219, 229, 239, 249</p>

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<p>L.1.1.a Print all upper- and lowercase letters.</p> <p>DOK: Level 1</p>	<p>TG U1: 19, 21, 29, 31, 39, 41</p>
<p>L.1.1.b Use common, proper, and possessive nouns.</p> <p>DOK: Level 1</p>	<p>TG U1: 179, 189, 191, 211 TG U2: 39, 41, 179, 189, 249, 259, 278, 279 TG U3: 49, 239, 269, 271, 278 TG U4: 69 TG U5: 59, 69, 79, 189, 209 TG U6: 49, 79, 81, 119, 121, 259, 261</p>
<p>L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>DOK: Level 1</p>	<p>TG U1: 169, 171, 219, 229, 231, 269 TG U2: 29, 239 TG U3: 19, 49, 59, 189, 199, 229 TG U4: 49, 51, 199, 239, 285 TG U5: 249, 259</p>
<p>L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>DOK: Level 1</p>	<p>TG U2: 89, 91, 99, 101, 119, 121, 129, 131, 189, 191, 199 TG U3: 19, 29, 89, 209 TG U4: 29, 119, 129, 139 TG U5: 217 TG U6: 269, 271</p>
<p>L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>DOK: Level 1</p>	<p>TG U2: 29, 79, 81, 169 TG U3: 119, 219, 279 TG U4: 19, 39, 59, 89, 99, 109, 209, 219 TG U5: 249, 259</p>
<p>L.1.1.f Use frequently occurring adjectives.</p> <p>DOK: Level 1</p>	<p>TG U2: 59, 67, 109, 111, 209 TG U3: 39, 93, 199 TG U5: 109, 139</p>
<p>L.1.1.g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>DOK: Level 1</p>	<p>TG U2: 139 TG U3: 59, 69, 128 TG U6: 209, 211, 219, 221</p>

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<p>L.1.1.h Use determiners (e.g., articles, demonstratives).</p> <p>DOK: Level 1</p>	<p>TG U2: 279 TG U3: 139, 141 TG U6: 59, 61, 99, 101, 139, 141, 169, 171, 179, 181</p>
<p>L.1.1.i Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>DOK: Level 1</p>	<p>TG U2: 219, 229 TG U4: 279 TG U5: 263 TG U6: 229, 231</p>
<p>L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>DOK: Level 1</p>	<p>TG U1: 129 TG U3: 69 TG U4: 249 TG U5: 19, 29, 39, 49 TG U6: 29, 89, 91, 109, 111, 189, 191, 239, 241</p>
<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>DOK: Level 1</p>	<p>TG U1: 119, 121, 130, 131, 139, 141, 180, 191, 201, 239, 249, 251, 278, 281, 286 TG U2: 118, 128, 138–139, 141, 145, 249, 278 TG U3: 129, 269, 278, 279, 289 TG U4: 69, 71, 79, 81, 118, 120, 249, 259 TG U5: 89, 119, 121, 131, 201, 209, 211, 269, 270, 279, 281 TG U6: 29, 110, 145</p>
<p>L.1.2.a Capitalize dates and names of people.</p> <p>DOK: Level 1</p>	<p>TG U1: 189 TG U2: 39, 41, 259, 269 TG U4: 69, 79, 278, 279 TG U5: 119, 121, 209 TG U6: 69, 71</p>
<p>L.1.2.b Use end punctuation for sentences.</p> <p>DOK: Level 1</p>	<p>TG U1: 89, 91, 99, 101, 109, 111, 121, 130, 131, 139, 141, 239, 249, 251, 278, 281, 282, 286 TG U2: 139, 269, 271, 279 TG U4: 249, 259, 269 TG U5: 199, 269, 270, 279 TG U6: 249, 251, 279, 281</p>
<p>L.1.2.c Use commas in dates and to separate single words in a series.</p> <p>DOK: Level 1</p>	<p>TG U2: 19, 21, 69 TG U3: 109 TG U5: 119 TG U6: 39, 69, 199, 201, 259, 261</p>

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<p>L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>DOK: Level 1</p>	<p>TG U1: 278, 281 TG U3: 129, 131, 259, 261, 278, 279, 284 TG U4: 61, 109 TG U5: 89, 99, 129, 169, 171, 179, 219, 229, 239, 269 TG U6: 19, 129</p>
<p>L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>DOK: Level 1</p>	<p>TG U1: 49, 51, 59, 61, 69, 71</p>
Knowledge of Language	
L.1.3 (Begins in grade 2)	Not applicable according to the Common Core Standards for English Language Arts
Vocabulary Acquisition and Use	
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>DOK: Level 1</p>	<p>TG U1: 13, 23, 33, 43, 63, 83, 93, 123, 133, 163, 183, 203, 223, 233, 253 TG U2: 33, 43, 63, 73, 83, 103, 113, 123, 133, 173, 183, 193, 213, 223, 233, 243 TG U3: 13, 23, 33, 53, 63, 83, 103, 123, 163, 183, 193, 213, 233, 243, 253, 273 TG U4: 23, 43, 83, 93, 103, 113, 123, 133, 163, 173, 183, 243, 263, 273 TG U5: 13, 23, 33, 43, 53, 63, 83, 93, 103, 113, 163, 183, 203, 213, 223, 243, 253 TG U6: 23, 43, 53, 63, 73, 93, 103, 113, 163, 183, 193, 203, 213, 223, 233, 243</p>
<p>L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>DOK: Level 2</p>	<p>TG U1: 13, 43, 56, 73 TG U2: 85, 203, 213 TG U3: 53 TG U4: 165, 167, 193, 245, 246, 247 TG U6: 245, 246–247</p>
<p>L.1.4.b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>DOK: Level 2</p>	<p>TG Phonics: 231, 232, 233, 255, 257, 258, 262, 264</p>

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<p>L.1.4.c Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p>DOK: Level 2</p>	<p>TG U2: 29, 31, 79, 81 TG U3: 119, 121 TG U4: 59, 89 TG U5: 259 TG Phonics: 73, 127, 157, 158, 171, 172, 173</p>
<p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>DOK: Level 2</p>	<p>TG U1: 23, 25, 27 TG U2: 95, 103, 113 TG U3: 25, 26–27, 103 TG U4: 45 TG U5: 23</p>
<p>L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>DOK: Level 2</p>	<p>TG U1: 55, 56, 57 TG U3: 271 TG U4: 205 TG Phonics: 21, 27, 39, 61, 67, 75, 89, 98, 105, 112, 119, 126, 133, 142, 149, 159, 163, 170, 177, 186, 193, 200, 207, 214, 221, 230, 237, 244, 258, 265</p>
<p>L.1.5.b Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>DOK: Level 2</p>	<p>TG U1: 55, 56, 57</p>
<p>L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>DOK: Level 2</p>	<p>TG U1: 56, 117 TG U3: 167</p>
<p>L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <p>DOK: Level 2</p>	<p>TG U1: 73, 75, 76, 77, 93 TG U2: 55, 56, 57, 95, 97 TG U3: 23, 25, 27 TG U4: 45 TG Phonics: 45</p>

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<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> <p>DOK: Level 1</p>	<p>TG U1: 14, 34, 44, 74, 94, 104, 134, 154, 184, 214, 234, 254, 274 TG U2: 24, 54, 64, 84, 94, 104, 164, 174, 194, 234, 264 TG U3: 14, 34, 54, 64, 84, 104, 124, 164, 184, 194, 214, 234, 254 TG U4: 24, 44, 64, 74, 94, 114, 134, 154, 174, 204, 224, 234, 264 TG U5: 14, 34, 64, 114, 154, 174, 214, 224, 234, 244, 264, 274 TG U6: 24, 54, 74, 94, 104, 124, 134, 154, 174, 194, 204, 234, 244, 264</p>