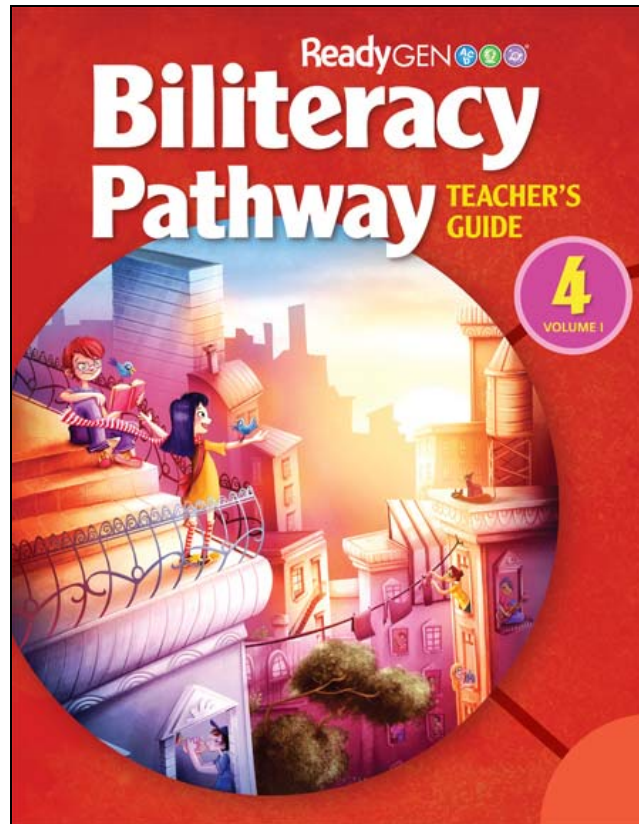


A Correlation of
ReadyGEN
Biliteracy Pathway
Grade 4, ©2016



To the
Alaska
English/Language Arts Standards

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Introduction

This document demonstrates how **ReadyGEN Biliteracy Pathway ©2016** meets the Alaska English/Language Arts Standards. Correlation page references are to the Unit Module Teacher's Guides and are cited by grade and by unit. Please note that standards listed are for English and Spanish, and language differences may create a variance in the alignment.

ReadyGEN Biliteracy Pathway Learning Resources

All language knowledge is an asset, not a deficit. Bilingual students acquire language differently than monolinguals, strategically using linguistic resources from both languages. The *ReadyGEN* Biliteracy Pathway provides a complete set of learning resources to help students develop literacy and linguistic skills in both languages:

Authentic Spanish Texts

- One trade book per unit (*6 trade books per grade at Grades K-2 and 4 trade books per grade at Grades 3-6*)
- Spanish trade books offer a collection of full-length authentic literary and informational texts to engage students in multiple close readings of appropriately complex text.

Spanish Leveled Text Library

Up to 50 Leveled Texts per grade help students develop self-extending reading and thinking strategies.

Detective

A collection of short, high-interest fiction and nonfiction selections used to sharpen students' critical thinking skills.

Instructional Model

The Biliteracy Pathway respects the unique features of Spanish by providing engaging, authentic text and literacy instruction that reflects the internal structures of Spanish phonology, grammar, syntax, and discourse patterns. When students analyze similarities and differences in two languages, their language and literacy skills can exceed those of monolingual children. A Biliteracy Pathway Unit consists of a Pathway Module (Module P) paired with an English-language *ReadyGEN* module.

The Module Overview identifies the instructional focus, or what readers, writers, and learners are expected to know and do. These expectations fall in line with the goals for the Performance-Based Assessment.

Assessment

A Performance-Based Assessment (PBA) appears at the end of each Biliteracy module in the same genre as in English (narrative, informative, or opinion). The Biliteracy PBA was designed to provide a meaningful comparison if students complete PBAs in both English and Spanish. An online End-of-Unit assessment will be forthcoming for Fall 2016.

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Reading Standards for Literature	
Grade 4	
Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Unit 2, Module P: 107, 109, 115, 116, 124, 125, 156, 163 Unit 3, Module P: 49, 50, 51, 52, 66 Unit 4, Module P: 139, 140, 141, 142, 143, 148
2. Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.	Unit 1, Module P: 86-88 Unit 2, Module P: 107, 110, 118, 126, 131, 132, 133, 134, 135, 154, 155, 156, 157, 158, 171, 184-186 Unit 3, Module P: 52, 68 Unit 4, Module P: 142, 150, 184-186
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	Unit 2, Module P: 107, 111, 115, 116, 123, 126, 127, 184-186 Unit 4, Module P: 149, 184-186
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, similes).	Unit 1, Module P: 86, 87 Unit 2, Module P: 147, 148, 149, 150, 151 Unit 3, Module P: 48, 51, 64, 67 Unit 4, Module P: 137, 140, 141
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Unit 1, Module P: 86, 88 Unit 2, Module P: 108, 109, 111, 132, 174, 184, 186 Unit 3, Module P: 9, 10, 11, 12, 13, 50 Unit 4, Module P: 172, 174
6. Compare and contrast the point of view from which different stories are narrated, including how the use of first or third person can change the way a reader might see characters or events described.	Unit 2, Module P: 185, 186 Unit 4, Module P: 185
Integration of Knowledge and Ideas	
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	For related content, please see: Unit 1, Module P: 88 Unit 2, Module P: 182 Unit 4, Module P: 186

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8. (Not applicable to literature)	Not applicable according to the Alaska English/Language Arts Standards
9. Compare and contrast the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature.	Unit 2, Module P: 171, 172, 173, 174
Range of Reading and Level of Complexity	
10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.	Unit 1, Module P: 44, 76, 86-88 Unit 2, Module P: 110, 118, 126, 134, 158, 184-186 Unit 3, Module P: 12, 52, 68 Unit 4, Module P: 142, 150
Reading Standards for Informational Text	
Key Ideas and Details	
1. Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.	Unit 1, Module P: 9, 11, 27, 35, 65, 73 Unit 2, Module P: 136, 164, 167 Unit 3, Module P: 27, 28, 29 Unit 4, Module P: 107, 108, 109, 111, 116, 117, 163, 164
2. Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.	Unit 1, Module P: 11, 12, 13, 57, 58, 59, 60, 61, 65, 66, 67, 68, 69 Unit 2, Module P: 139, 141, 143 Unit 3, Module P: 13, 20, 26, 34, 36, 58 Unit 4, Module P: 108, 109, 110, 111, 123, 124, 125, 126, 127, 165, 167
3. Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Unit 1, Module P: 9, 10, 16, 18, 24, 49, 50, 51, 52, 53 Unit 2, Module P: 139, 140, 141, 143, 147 Unit 3, Module P: 17, 18, 19, 20, 21, 33, 34, 35, 36, 37, 57, 58, 59, 61 Unit 4, Module P: 109, 111, 116, 117, 119, 124

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Craft and Structure	
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Unit 1, Module P: 10, 11, 12, 18, 19, 20, 21, 26, 27, 28, 34, 35, 36, 42, 43, 44, 45, 51, 52, 53, 58, 59, 60, 66, 67, 68, 74, 75, 76 Unit 2, Module P: 140, 141, 142, 148, 149, 150, 164, 165, 166 Unit 3, Module P: 10, 11, 12, 18, 19, 20, 26, 27, 28, 34, 35, 36, 42, 43, 44, 45, 58, 59, 60 Unit 4, Module P: 108, 109, 110, 116, 117, 118, 124, 125, 126, 132, 133, 134, 164, 165, 166, 172
5. Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Unit 1, Module P: 12, 16, 32, 33, 34, 35, 36, 37, 50, 57, 59, 60, 61, 76, 96 Unit 2, Module P: 148 Unit 3, Module P: 9, 10, 11, 12, 13, 96 Unit 4, Module P: 110, 142, 148
6. Determine author’s purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Unit 1, Module P: 37, 72, 73, 74, 75 Unit 3, Module P: 72, 73, 74, 75, 76, 77, 86-88 Unit 4, Module P: 156, 170, 171, 172, 174, 175
Integration of Knowledge and Ideas	
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Unit 1, Module P: 25, 26, 27, 28, 29, 34, 42, 51 Unit 3, Module P: 13, 19, 21, 26, 74, 86-88 Unit 4, Module P: 111, 116, 117, 119, 126, 184-186
8. Explain how an author uses reasons and evidence to support particular points in a text.	Unit 1, Module P: 32, 37 Unit 2, Module P: 165, 166 Unit 3, Module P: 25, 26, 28, 57, 58, 59 Unit 4, Module P: 154, 155, 156
9. Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.	Unit 1, Module P: 72, 74, 75, 76, 77 Unit 3, Module P: 72, 73, 74, 75, 76, 77 Unit 4, Module P: 170, 171, 172, 173, 174, 175

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Range of Reading and Level of Complexity	
10. By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.	Unit 1, Module P: 20, 28, 36, 44, 52, 60, 68 Unit 2, Module P: 142, 150, 166, 174 Unit 3, Module P: 12, 20, 28, 36, 44, 60, 76, 86-88 Unit 4, Module P: 110, 118, 126, 134, 158, 166, 174
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words;	
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Unit 1, Module P: 16, 24, 32, 37, 72 Unit 2, Module P: 114, 122, 130, 170, 193 Unit 3, Module P: 8, 16, 24, 95 Unit 4, Module P: 106, 122, 130, 135, 170, 193
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension;	
a. Read on-level text with purpose and understanding;	Unit 1, Module P: 9, 12, 17, 20, 25, 28, 33, 36, 41, 44, 49, 52, 57, 60, 65, 68, 69, 76 Unit 2, Module P: 107, 110, 115, 118, 123, 126, 131, 134, 139, 142, 143, 147, 150, 155, 158, 163, 166, 174 Unit 3, Module P: 9, 12, 17, 20, 25, 28, 33, 36, 41, 44, 49, 52, 57, 60, 65, 68, 76 Unit 4, Module P: 107, 110, 115, 118, 123, 126, 131, 134, 139, 142, 147, 150, 155, 158, 163, 166, 174
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings;	Unit 1, Module P: 13, 21, 29, 37, 45, 53, 61, 69, 77, 88 Unit 2, Module P: 111, 119, 127, 135, 143, 151, 159, 167, 175, 186 Unit 3, Module P: 13, 21, 29, 37, 45, 53, 61, 69, 77, 88 Unit 4, Module P: 111, 119, 127, 135, 143, 151, 159, 167, 175, 186

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c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Unit 1, Module P: 8, 16, 26, 32, 40, 48, 53, 56, 61, 64, 72 Unit 2, Module P: 106, 114, 122, 130, 135, 138, 146, 162, 170 Unit 3, Module P: 21, 24, 32, 40, 48, 56, 64, 72 Unit 4, Module P: 114, 122, 130, 138, 146, 154, 162, 170
Writing Standards K-5	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ___ was brave because she ___);	
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose;	Unit 4, Module P: 112, 120, 128, 136, 144, 152, 160, 176, 178-182
b. Provide reasons that are supported by facts and details;	Unit 4, Module P: 112, 120, 128, 136, 144, 152, 160, 176
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition);	Unit 4, Module P: 112, 120, 136
d. Provide a concluding statement or section that reinforces or restates the opinion presented.	Unit 4, Module P: 152, 176, 178-182
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly;	
a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension;	Unit 1, Module P: 14, 30, 54, 62, 70, 80-84 Unit 3, Module P: 22, 30, 38, 46, 54, 62, 70, 78, 80-84
b. Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus;	Unit 1, Module P: 14, 30, 46, 54, 62, 70, 80-84 Unit 3, Module P: 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84
c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because);	Unit 1, Module P: 62 Unit 3, Module P: 30, 46, 62, 70, 78, 80-84

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d. Use precise language and domain-specific vocabulary to inform about or explain the topic	Unit 1, Module P: 38, 62, 78, 80-84 Unit 3, Module P: 14, 30, 46, 62, 70, 78, 80-84
e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.	Unit 1, Module P: 62, 78, 80-84 Unit 3, Module P: 62, 80-84
3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology);	
a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally;	Unit 2, Module P: 112, 120, 128, 144, 152, 160, 168, 176, 178-182 Unit 3, Module P: 86-88 Unit 4, Module P: 184-186
b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts;	Unit 2, Module P: 120, 128, 136, 144, 152, 168, 176, 178-182 Unit 3, Module P: 86-88 Unit 4, Module P: 184-186
c. Use a variety of transitional words and phrases to develop the sequence of events;	Unit 2, Module P: 144, 160, 168, 176, 178-182 Unit 3, Module P: 86-88 Unit 4, Module P: 184-186
d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely;	Unit 2, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182 Unit 3, Module P: 86-88 Unit 4, Module P: 184-186
e. Provide a conclusion that follows from the narrated experiences or events.	Unit 2, Module P: 178-182 Unit 3, Module P: 86-88 Unit 4, Module P: 184-186

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Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Unit 1, Module P: 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89 Unit 2, Module P: 42, 120, 128, 136, 144, 152, 160, 168, 178-182, 184-187 Unit 3, Module P: 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89 Unit 4, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 178-182, 184-187
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	Unit 1, Module P: 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89 Unit 2, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187 Unit 3, Module P: 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89 Unit 4, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187
6. With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Unit 1, Module P: 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89 Unit 2, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187 Unit 3, Module P: 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89 Unit 4, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Unit 1, Module P: 22, 30, 38, 46, 54, 62, 70, 78, 80-84 Unit 3, Module P: 14, 22, 30, 38, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89 Unit 4, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Unit 1, Module P: 22, 30, 38, 46, 80-84, 86-89 Unit 2, Module P: 112, 120, 128, 136, 144, 176, 178-182 Unit 3, Module P: 14, 22, 30, 38, 46, 54, 62, 70, 78, 80-84, 86-89 Unit 4, Module P: 112, 120, 128, 136, 144, 152, 160, 168, 176, 178-182, 184-187

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9. Draw evidence from literary or informational texts to support analysis, reflection, and research;	
a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].");	Unit 1, Module P: 86-89 Unit 2, Module P: 112, 120, 128, 136, 144, 152, 160, 176, 184-187 Unit 4, Module P: 178-182, 184-187
b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").	Unit 1, Module P: 14, 22, 30, 38, 46, 54, 62, 80-84 Unit 3, Module P: 14, 22, 30, 38, 46, 54, 62, 80-84, 86-89 Unit 4, Module P: 112, 136, 144, 152, 160, 178-182
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	This objective is addressed throughout. See, for example: Unit 1, Module P: 22, 46, 54, 70, 80-84, 86-89 Unit 2, Module P: 112, 144, 176, 182, 184-187 Unit 3, Module P: 14, 22, 30, 38, 70, 78, 80-84, 86-89 Unit 4, Module P: 128, 152, 168, 186
Speaking and Listening Standards K-5	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly;	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;	Unit 1, Module P: 8, 11, 16, 24, 27, 32, 35, 40, 56, 64, 67, 72 Unit 2, Module P: 106, 114, 117, 122, 125, 130, 133, 138, 141, 157, 165, 170, 184-187 Unit 3, Module P: 16, 19, 27, 51, 56, 59, 64, 67, 72, 75, 86-88 Unit 4, Module P: 106, 109, 117, 130, 138, 146, 149, 154, 162, 165, 184-187

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b. Follow agreed-upon rules for discussions and carry out assigned roles;	<p>Unit 1, Module P: 8, 9, 16, 17, 24, 25, 32, 33, 40, 41, 49, 56, 57, 64, 65, 72, 73, 86-89</p> <p>Unit 2, Module P: 106, 107, 114, 115, 122, 123, 130, 131, 138, 139, 147, 155, 163, 170, 171, 184-187</p> <p>Unit 3, Module P: 9, 16, 17, 25, 33, 41, 49, 56, 57, 64, 65, 72, 73, 86-89</p> <p>Unit 4, Module P: 106, 107, 115, 123, 130, 131, 138, 139, 146, 147, 154, 155, 162, 163, 171, 184-187</p>
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others;	<p>Unit 1, Module P: 8, 9, 16, 17, 24, 25, 32, 33, 40, 41, 49, 56, 57, 64, 65, 72, 73, 86-89</p> <p>Unit 2, Module P: 106, 107, 114, 115, 122, 123, 130, 131, 138, 139, 147, 155, 163, 170, 171, 184-187</p> <p>Unit 3, Module P: 9, 16, 17, 25, 33, 41, 49, 56, 57, 64, 65, 72, 73, 86-89</p> <p>Unit 4, Module P: 106, 107, 115, 123, 130, 131, 138, 139, 146, 147, 154, 155, 162, 163, 171, 184-187</p>
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<p>Unit 1, Module P: 8, 11, 16, 24, 27, 32, 35, 40, 56, 64, 67, 72, 86-89</p> <p>Unit 2, Module P: 106, 114, 117, 122, 130, 138, 141, 165, 170, 184-187</p> <p>Unit 3, Module P: 16, 56, 64, 72, 86-89</p> <p>Unit 4, Module P: 106, 109, 117, 130, 138, 146, 154, 162, 184-187</p>
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>Unit 1, Module P: 8, 13, 16, 24, 32, 40, 56, 64, 72, 86-89</p> <p>Unit 2, Module P: 106, 114, 122, 130, 138, 170, 184-187</p> <p>Unit 3, Module P: 16, 56, 64, 72, 86-89</p> <p>Unit 4, Module P: 106, 130, 138, 146, 154, 162, 184-187</p>

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3. Identify the reasons and evidence a speaker provides to support particular points (e.g., using a graphic organizer to show connections between reasons given and support provided).	For related content, please see: Unit 1, Module P: 8, 16, 24, 32, 40, 56, 64, 72, 84, 86-88 Unit 2, Module P: 106, 114, 122, 130, 138, 170, 184-186 Unit 3, Module P: 16, 56, 64, 72, 84, 86-88 Unit 4, Module P: 106, 130, 138, 146, 154, 162, 182, 184-186
Presentation of Knowledge and Ideas	
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Unit 1, Module P: 8, 16, 24, 32, 40, 56, 64, 72, 84, 86-88 Unit 2, Module P: 106, 112, 114, 122, 128, 130, 136, 138, 144, 152, 160, 168, 170, 176, 182, 184-186 Unit 3, Module P: 16, 56, 64, 72, 78, 84, 86-88 Unit 4, Module P: 106, 130, 138, 146, 154, 162, 182, 184-186
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.	Unit 1, Module P: 70, 80-84, 86-89 Unit 2, Module P: 176, 178-182, 184-187 Unit 3, Module P: 38, 54, 78, 80-84, 86-89 Unit 4, Module P: 184-187
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	Unit 1, Module P: 86-89 Unit 2, Module P: 184-187 Unit 3, Module P: 86-89 Unit 4, Module P: 184-187

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Language Standards K-5	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;	
a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) appropriate to function and purpose in order to apply the conventions of English;	Unit 1, Module P: 15, 23, 31, 39, 47, 53, 55 Unit 2, Module P: 91, 161 Unit 4, Module P: 113, 121, 129, 137, 145, 169
b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses;	Unit 2, Module P: 145, 193
c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions;	Unit 1, Module P: 44, 48, 66, Unit 2, Module P: 122, 126, 140, 149, 154 Unit 3, Module P: 21, 32, 34, 50, 58, 63, 69, 73, 95 Unit 4, Module P: 158, 184, 191
d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag);	Unit 2, Module P: 153 Unit 3, Module P: 47, 91 Unit 4, Module P: 113, 188
e. Form and use prepositional phrases;	Unit 1, Module P: 15, 23, 31, 39, 47, 55, 63, 72, 96 Unit 2, Module P: 113, 121, 129, 137, 145, 168 Unit 3, Module P: 15, 23, 24, 31, 39, 47, 63, 72, 96 Unit 4, Module P: 113, 121, 129, 137, 145, 162, 191
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons*;	Unit 1, Module P: 8, 24, 32 Unit 3, Module P: 15, 23, 92 Unit 4, Module P: 122, 153, 161, 162, 177
g. Correctly use frequently confused words (e.g., to, too, two, there, their)*.	Unit 1, Module P: 8, 15, 23, 31, 39, 47, 79 Unit 3, Module P: 71 Unit 4, Module P: 169

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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;	
a. Use correct capitalization;	Unit 1, Module P: 15, 63, 91, 92 Unit 3, Module P: 70
b. Use commas and quotation marks to mark direct speech and quotations from a text;	Unit 1, Module P: 22 Unit 2, Module P: 116, 121, 189 Unit 3, Module P: 39, 62, 86-89 Unit 4, Module P: 113, 121, 129, 137, 145, 152, 161
c. Use a comma before a coordinating conjunction in a compound sentence;	Unit 2, Module P: 129, 137 Unit 4, Module P: 161
d. Spell grade-appropriate words correctly, consulting references as needed.	Unit 1, Module P: 15, 23, 31, 39, 47, 93 Unit 2, Module P: 113, 121, 129, 137, 145, 177 Unit 3, Module P: 15, 23, 31, 39, 47, 70, 79 Unit 4, Module P: 113, 121, 129, 137, 145, 169
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening;	
a. Choose words and phrases to convey ideas precisely*;	Unit 1, Module P: 38, 80-84, 86-89 Unit 2, Module P: 120, 128, 178-182 Unit 3, Module P: 46, 80-84, 86-89 Unit 4, Module P: 178-182, 184-187
b. Choose punctuation for effect*;	Unit 1, Module P: 69 Unit 2, Module P: 113, 121, 129, 137, 143, 145, 151, 189 Unit 3, Module P: 70 Unit 4, Module P: 127, 143, 159, 169
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Unit 1, Module P: 80-84, 86-89 Unit 2, Module P: 182 Unit 3, Module P: 84, 88 Unit 4, Module P: 182

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Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies;	
a. Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase;	Unit 1, Module P: 26, 42, 90 Unit 2, Module P: 108, 130, 149, 150, 151, 158, 190 Unit 3, Module P: 13, 32, 42, 43, 44, 45, 70, 90, 92, 93 Unit 4, Module P: 134, 135, 140
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph);	Unit 1, Module P: 50, 72 Unit 2, Module P: 114, 122, 130, 135, 170, 193 Unit 3, Module P: 24, 92, 95 Unit 4, Module P: 122, 130, 135, 170, 189
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Unit 1, Module P: 38, 93 Unit 2, Module P: 120, 190 Unit 3, Module P: 32, 43, 45, 79 Unit 4, Module P: 135, 169, 170, 175
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings;	
a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context;	Unit 1, Module P: 86-89 Unit 2, Module P: 124, 125, 188 Unit 4, Module P: 140
b. Recognize and explain the meaning of common idioms, adages, and proverbs;	Unit 2, Module P: 188 Unit 3, Module P: 72 Unit 4, Module P: 132, 158

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c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Unit 2, Module P: 106, 151, 162 Unit 3, Module P: 90
6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Unit 1, Module P: 11, 19, 27, 35, 38, 40, 43, 48, 51, 56, 59, 64, 67, 75 Unit 2, Module P: 109, 117, 125, 133, 138, 141, 146, 149, 157, 162, 165, 173 Unit 3, Module P: 11, 19, 27, 35, 40, 43, 48, 51, 56, 59, 64, 67, 75 Unit 4, Module P: 109, 117, 125, 133, 141, 149, 154, 157, 165, 173