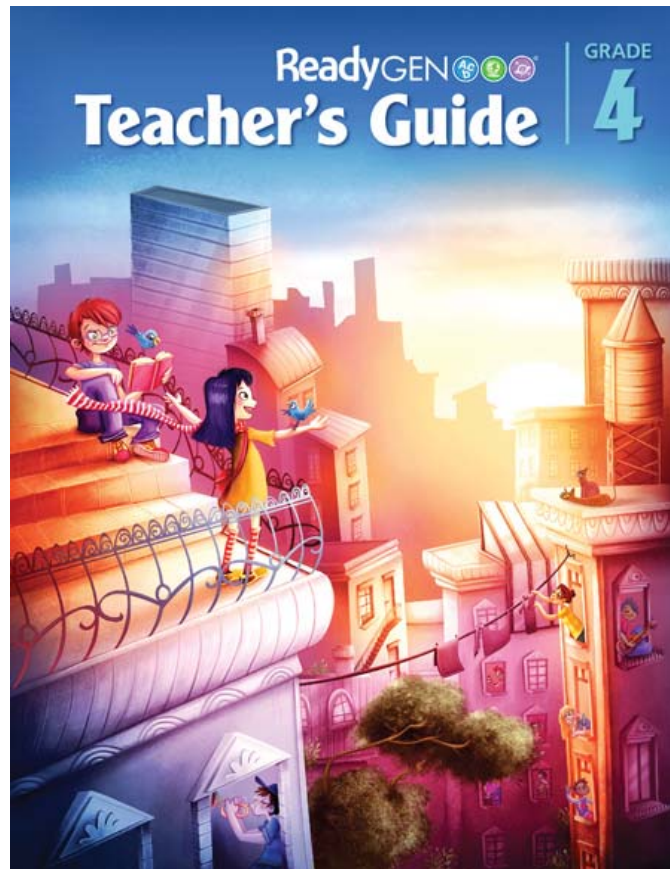


A Correlation of
ReadyGEN
Grade 4, ©2016



To
Arizona's
English Language Arts Standards

A Correlation of ReadyGEN ©2016, Grade 4 To Arizona’s English Language Arts Standards (2016)

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets *Arizona’s English Language Arts Standards (2016)*. 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 comprehensive literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

Authentic Text at the Core of Instruction

- The only elementary literacy program that puts a library of 12 authentic trade books in the hands of every child
- Cohesive text sets that provide a springboard into the exploration of language, literacy, and collaboration
- Digital access to every trade book to shift students’ behavior from passive to active learning

Supportive, Flexible, and Customizable

- Foundational skills instruction and practice built into every lesson
- An Interactive Teacher’s Guide for point-of-use access to close reading support, note-sharing, and modeling videos
- A variety of scaffolding strategies promoting instructional equity and access to rigorous text for all students
- Meaningful Center Activities aligned to ReadyGEN texts, writing modes, and Enduring Understandings
- Ability to rearrange content, add links and information, upload resources, and build your own tests for a personalized experience
- Professional development for customization and instructional support

Assessment for Responsive Teaching

- Various assessment opportunities for you to use with students to monitor their progress toward college and career readiness
- Baseline Assessments
- Formative checkpoints throughout instruction
- Performance-Based Assessments at the end of every module
- Access to technology-enhanced items
- Summative, End-of-Unit assessments

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**A Correlation of ReadyGEN ©2016, Grade 4
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Table of Contents

Reading Standards for Literature	4
Reading Standards for Informational Text	6
Reading Standards: Foundational Skills	9
Writing Standards	11
Writing Standards: Foundational Skills	16
Speaking and Listening Standards.....	17
Language Standards	20

**A Correlation of ReadyGEN ©2016, Grade 4
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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
Arizona’s English Language Arts Standards – 4th Grade	
Reading Standards for Literature	
Key Ideas and Details	
4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>TG U1: 13, 16, 23, 33, 43, 53, 63, 73, 83, 163, 167, 173, 183</p> <p>TG U2: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 213, 223, 243, 253, 263, 363, 373, 383</p> <p>TG U3: 72, 73, 74, 75, 76, 77, 82, 83, 92, 93, 102, 103, 104, 106, 107, 173, 182, 183, 292, 293, 302, 303, 304, 312, 313, 374, 375, 376, 377</p> <p>TG U4: 13, 23, 33, 36, 37, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 136, 137, 143, 153, 163, 173, 293, 303, 313, 323, 333, 373, 383</p>
4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p>TG U1: 12, 52</p> <p>TG U2: 42, 43, 46, 47, 82, 83, 84, 85, 86, 87, 92, 93, 122, 123, 153, 156, 162, 163, 165, 216, 332, 372, 374, 376, 377</p> <p>TG U4: 17, 52, 53, 54, 56, 57, 92, 93, 94, 95, 96, 97, 152, 153, 182, 183, 184, 186, 187, 312, 313, 314, 315, 316, 317, 372, 373, 374, 375</p>
4.RL.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).	<p>TG U1: 17, 23, 24, 26, 27, 33, 34, 53, 54, 56, 57, 63, 64, 66, 67, 73, 83, 86, 87</p> <p>TG U2: 12, 13, 14, 15, 16, 17, 52, 53, 55, 56, 57, 62, 63, 66, 72, 73, 156, 162, 163, 164, 165, 166, 167, 212, 213, 214, 215, 216, 217, 222</p> <p>TG U3: 92, 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 112, 113, 293, 302, 303, 304, 305, 306, 307</p> <p>TG U4: 12, 13, 14, 16, 17, 22, 23, 27, 32, 33, 34, 42, 43, 44, 52, 53, 72, 165, 166, 167, 172, 173, 182, 183, 292, 293, 294, 295, 296, 297, 372, 373</p>

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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
Craft and Structure	
4.RL.4 Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.	TG U1: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 77, 83, 84, 174, 184 TG U2: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 83, 84, 93, 174, 182, 184, 213, 214, 223, 224, 233, 234, 243, 244, 253, 254, 263 TG U3: 83, 84, 103, 104, 105, 106, 107, 124, 125, 126, 127, 134, 142, 143, 144, 145, 146, 147, 294, 313, 383 TG U4: 13, 14, 23, 33, 34, 43, 44, 53, 64, 73, 74, 83, 84, 86, 87, 93, 303, 313, 323, 333, 373, 374, 383, 384
4.RL.5 Explain the overall structure and major differences between poetry, drama, and prose.	TG U1: 222, 242, 262 TG U2: 39, 45 TG U3: 72, 92, 94, 95, 96, 97, 112, 113, 114, 115, 116, 117, 122, 123, 142, 143, 152, 153, 212, 282 TG U4: 142, 272, 342, 352
4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.	TG U1: 32, 33, 34, 35 TG U2: 32, 33, 34, 35, 176 TG U3: 143 TG U4: 23, 63, 144, 145, 146, 147, 324, 326, 327
Integration of Knowledge and Ideas	
4.RL.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.	TG U3: 184, 186, 187, 313, 384, 386 TG U4: 24, 25, 26, 27, 372, 373
4.RL.8 (Not applicable to literature)	Not applicable to literature according to Arizona’s English Language Arts Standards
4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	TG U2: 172, 173, 175, 176, 177, 183, 372, 374, 375, 377, 382, 383, 387 TG U3: 132, 133, 162, 167, 172, 173, 174, 177, 182, 183, 184, 185, 186, 314, 316, 317, 372, 373, 382, 383, 384, 385, 386, 387 TG U4: 174, 176, 177, 382, 383, 384, 385, 386, 387

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To Arizona’s English Language Arts Standards (2016)**

Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
Range of Reading and Level of Text Complexity	
4.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.	<p>TG U1: 15, 25, 35, 45, 55, 65, 75, 85, 175, 185, 222, 242, 262</p> <p>TG U2: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 365, 375, 385</p> <p>TG U3: 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 295, 305, 315, 375, 385</p> <p>TG U4: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 295, 305, 315, 325, 335, 375, 385</p>
Reading Standards for Informational Text	
Key Ideas and Details	
4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>TG U1: 93, 103, 113, 123, 133, 136, 137, 143, 153, 163, 173, 183, 213, 223, 233, 236, 237, 243, 263, 273, 283, 293, 303, 313, 323, 333, 336</p> <p>TG U2: 136, 137, 272, 273, 282, 283, 292, 293, 302, 303, 312, 313, 322, 323, 332, 333, 336, 337, 342, 343, 352, 353, 362, 363, 382, 383, 384</p> <p>TG U3: 13, 23, 33, 34, 35, 36, 37, 43, 53, 63, 132, 133, 162, 163, 172, 323, 324, 325, 326, 327, 342, 343, 352, 353, 362, 363, 372, 373, 382, 383</p> <p>TG U4: 213, 223, 233, 236, 237, 243, 244, 245, 246, 247, 252, 253, 263, 273, 283, 284, 286, 287, 336, 337, 342, 343, 344, 345, 346, 347</p>
4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p>TG U1: 122, 123, 124, 125, 126, 127, 142, 143, 144, 146, 147, 214, 215, 216, 217, 232, 233, 242, 243, 253, 262, 263, 282, 283, 292, 293</p> <p>TG U2: 272, 273, 274, 275, 276, 277, 304, 305, 306, 307, 322, 323, 324, 325, 326, 327, 342, 343, 344, 345, 346, 347, 353, 356, 357, 362</p> <p>TG U3: 22, 23, 42, 43, 162, 163, 164, 165, 166, 167, 222, 223, 232, 233, 242, 243, 244, 246, 247, 374, 376, 377</p> <p>TG U4: 212, 213, 214, 215, 216, 217, 222, 223, 224, 225, 226, 227, 232, 233, 236, 237, 242, 243, 262, 263, 264, 265, 266, 267, 272, 273, 282</p>

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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<p>TG U1: 127, 132, 212, 213, 222, 223, 232, 233, 242, 243, 272, 273, 274, 275, 323, 324, 325, 326, 327</p> <p>TG U2: 282, 283, 286, 287, 302, 303, 322, 323, 332, 333, 334, 335, 336, 337, 347</p> <p>TG U3: 13, 14, 15, 16, 17, 22, 23, 24, 32, 33, 34, 35, 42, 43, 53, 62, 63, 212, 213, 222, 223, 272, 273, 274, 276, 277, 322, 323, 324, 327, 342</p> <p>TG U4: 212, 213, 222, 223, 226, 227, 232, 233, 242, 243, 246, 262, 263, 266, 272, 273, 283, 342, 343, 344, 345, 346, 347, 352, 353</p>
Craft and Structure	
4.RI.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.	<p>TG U1: 93, 94, 103, 104, 113, 114, 123, 124, 133, 134, 135, 143, 144, 316, 317, 324, 333, 334, 335, 343, 344, 353, 354, 364, 365, 366, 367</p> <p>TG U2: 273, 274, 283, 284, 294, 295, 296, 303, 304, 313, 314, 323, 324, 334, 343, 344, 353, 354, 363, 364, 366, 384</p> <p>TG U3: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 65, 66, 67, 134, 253, 254, 255, 256, 257, 263, 264, 273, 274, 283, 284, 314, 323, 324</p> <p>TG U4: 213, 214, 223, 224, 233, 234, 235, 243, 244, 253, 254, 257, 263, 264, 273, 274, 283, 284, 344, 354, 363, 364, 383, 384</p>
4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<p>TG U1: 103, 105, 106, 107, 153, 154, 155, 156, 157, 223, 225, 226, 227, 264, 265, 266, 267, 283, 284, 285, 286, 287, 293, 323, 352, 354</p> <p>TG U2: 312, 314, 315, 316, 317</p> <p>TG U3: 13, 14, 15, 16, 17, 37, 44, 45, 46, 47, 62, 174, 176, 177, 262, 263, 264, 265, 266, 267, 312, 313, 316, 322, 342, 352, 353, 354, 355</p>
4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.	<p>TG U1: 363, 367</p> <p>TG U3: 172, 173, 174, 176, 312, 313, 314, 315, 316, 317, 332, 333, 334, 362, 363</p>

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To Arizona’s English Language Arts Standards (2016)**

Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
Integration of Knowledge and Ideas	
4.RI.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.	<p>TG U1: 242, 243, 244, 245, 246, 247, 274, 282, 283, 286, 287, 292, 293, 295, 296, 297, 302, 303, 305</p> <p>TG U2: 323, 333, 343, 346, 347, 353</p> <p>TG U3: 13, 16, 17, 23, 24, 25, 26, 27, 33, 43, 163, 187, 222, 223, 224, 225, 226, 227, 233, 243, 262, 263, 317, 322, 323, 373, 383</p> <p>TG U4: 223, 253, 263, 272, 273, 282, 283, 286, 343, 362</p>
4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.	<p>TG U1: 96, 97, 164, 165, 166, 167, 303, 305, 332, 333</p> <p>TG U2: 352, 353, 356, 357, 363</p> <p>TG U3: 36, 136, 263, 282, 283</p> <p>TG U4: 212, 213, 214, 222, 223, 224, 225, 232, 233, 242, 243, 253, 262, 263, 264, 265, 267, 272, 273</p>
4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<p>TG U1: 172, 173, 174, 175, 176, 177, 322, 323, 372, 373, 374, 376, 377, 382, 383</p> <p>TG U2: 292, 293, 372, 373, 376, 382, 383</p> <p>TG U3: 132, 133, 167, 182, 183, 184, 185, 186, 312, 313, 314, 362, 363, 364, 366, 367, 372, 373, 382, 383, 384, 385, 386, 387</p> <p>TG U4: 362, 363, 364, 365, 382, 383, 384, 385, 386, 387</p>
Range of Reading and Level of Text Complexity	
4.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.	<p>TG U1: 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U2: 275, 285, 295, 305, 315, 325, 335, 345, 355, 385</p> <p>TG U3: 15, 25, 35, 45, 55, 65, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U4: 215, 225, 235, 245, 255, 265, 275, 285, 345, 355, 365, 385</p>

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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
4.RF.3 Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 372, 382, FS2–FS16, FS20–FS25</p> <p>TG U2: 62, 72, 82, 92, 102, FS5–FS7</p> <p>TG U3: 62, 72, 82, 92, 102, 162, 172, 182, 212, 222, 232, 242, 252, 253, 362, 372, 382, FS2–FS7, FS11–FS16, FS23–FS25</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, 362, 372, 382, FS2–FS7, FS14–FS16, FS20–FS25</p>
a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 372, 382, FS2–FS16, FS20–FS25</p> <p>TG U2: 12, 22, 32, 42, 52, 112, 122, 132, 142, 152, 162, 212, 222, 232, 382, 392, FS2–FS4, FS8–FS10, FS14–FS25</p> <p>TG U3: 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 382, FS5–FS16, FS20–FS25</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 212, 222, 232, 242, 252, 353, 362, 372, 382, FS2–FS7, FS14–FS16, FS20–FS25</p>
b. Apply knowledge of the six syllable patterns to read grade level words accurately.	<p>Syllables:</p> <p>TG U1: 262, TR28</p> <p>TG U2: 12, 162, 381, FS11, FS15, FS20, TR28</p> <p>TG U3: TR28</p> <p>TG U4: 311, FS17, TR28</p> <p>Decoding Multisyllabic Words:</p> <p>TG U1: FS4, FS7, FS10, FS13</p> <p>TG U2: FS4, FS7, FS10, FS13, FS22</p> <p>TG U3: FS7, FS10, FS13, FS15, FS16, FS25</p> <p>TG U4: FS4, FS7, FS16</p>

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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
c. Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately.	<p>TG U1: 112, 122, 132, 142, 152, 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, FS8–FS10, FS14–FS16, FS20–FS25</p> <p>TG U2: 12, 22, 32, 42, 52, 112, 122, 132, 142, 152, 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, FS2–FS4, FS14–FS16, FS20–FS22</p> <p>TG U3: 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 362, 372, 382, FS5–FS7, FS8–FS10, FS11–FS13, FS14–FS16, FS23–FS25</p> <p>TG U4: 62, 72, 82, 92, 102, 212, 222, 232, 242, 252, 362, 372, 382, FS5–FS7, FS14–FS16, FS23–FS25</p>
Fluency	
4.RF.4 Read with sufficient accuracy and fluency to support comprehension.	<p>TG U1: 27, 87, 117, 157, 177, 217, 227, 267, 277, 297, 317, 357, 387</p> <p>TG U2: 25, 27, 47, 77, 117, 147, 177, 247, 277, 317, 347, 367, 377, 387</p> <p>TG U3: 77, 97, 117, 187, 217, 277, 317, 347, 377</p> <p>TG U4: 17, 27, 67, 77, 87, 97, 117, 127, 157, 167, 177, 217, 247, 277, 287, 327, 347, 367, 387</p>
a. Read grade-level text with purpose and understanding.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U4: 12, 22, 32, 42, 47, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 187, 212, 222, 232, 242, 252, 262, 272, 282, 292</p>

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b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p>TG U1: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 217, 222, 227, 242, 247, 262, 267, 277, 287, 297, 317, 327, 347, 357</p> <p>TG U2: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 155, 157, 167, 177, 187, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387</p> <p>TG U3: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387</p> <p>TG U4: 17, 27, 67, 77, 87, 97, 117, 127, 157, 167, 177, 217, 227, 267, 277, 297, 317, 347, 357, 377, 387</p>
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>TG U1: FS4, FS7, FS10, FS13, FS16, FS19, FS22, FS25</p> <p>TG U2: 125, 225, 295, 317</p> <p>TG U3: 277, 317, FS2–FS4, FS17–FS19</p> <p>TG U4: 67, 97, 127, 167, 217, 277, 347, 387</p>
Writing Standards	
Text Types and Purposes	
4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<p>TG U1: 37</p> <p>TG U2: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 258, 259, 260, 268, 269, 270, 278, 279, 280, 288, 289, 290, 298, 299</p> <p>TG U3: 10, 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 88, 89, 90, 98, 99, 100, 108, 109, 110, 118, 119, 120</p> <p>TG U4: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 258, 259, 260, 268, 269, 270, 278, 279, 280, 288, 289, 290, 298, 299</p>
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.	<p>TG U2: 218, 219, 220, 238, 239, 240, 248, 249, 250, 280, 338, 339, 340, 350</p> <p>TG U3: 18, 19, 20, 48, 49, 50, 58, 59, 60, 88, 89, 90, 128, 129, 130, 192, 193, 194, 195, 196</p> <p>TG U4: 228, 229, 230, 238, 239, 240, 260, 268, 269, 270, 280, 288, 289, 290, 308, 309, 310, 349, 350, 359, 360, 368, 369, 370, 392</p>

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To Arizona’s English Language Arts Standards (2016)**

Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
b. Provide reasons that are supported by facts and details.	<p>TG U1: 37</p> <p>TG U2: 218, 219, 220, 230, 238, 248, 249, 250, 268, 269, 270, 278, 279, 280, 308, 309, 310, 318, 319, 320, 348, 349, 350, 392, 396</p> <p>TG U3: 18, 19, 20, 28, 29, 30, 38, 39, 40, 68, 69, 70, 98, 99, 100, 108, 109, 110, 118, 119, 120, 192, 193, 194</p> <p>TG U4: 238, 239, 240, 258, 259, 260, 268, 270, 278, 279, 280, 288, 289, 290, 299, 328, 329, 330, 350, 360, 368, 369, 370, 392</p>
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	<p>TG U2: 298, 299, 300, 358, 359, 360</p> <p>TG U3: 68, 69, 70, 168, 169, 170, 192, 196</p> <p>TG U4: 228, 230, 298, 299, 300, 368, 369, 370, 392</p>
d. Provide a concluding statement or section related to the opinion presented.	<p>TG U2: 368, 369, 370, 392, 396</p> <p>TG U3: 100, 128, 148, 149, 150, 158, 159, 160, 192, 196</p> <p>TG U4: 279, 280, 288, 289, 290, 338, 339, 340, 369, 370, 392</p>
4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<p>TG U1: 38, 39, 40, 58, 59, 60, 138, 139, 140, 188, 189, 190, 192, 378, 379, 380, 392</p> <p>TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 258, 259, 260, 278, 279, 280, 288, 289, 290, 308, 309, 310, 318, 319</p>
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<p>TG U1: 18, 19, 20, 28, 29, 30, 68, 69, 70, 88, 89, 90, 118, 119, 120, 218, 219, 220, 228, 229, 230, 248, 249, 250, 278, 279, 280, 288, 289</p> <p>TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 268, 269, 270, 348, 349, 350, 392</p>
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<p>TG U1: 48, 49, 50, 78, 79, 80, 138, 139, 140, 268, 269, 270</p> <p>TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 268, 269, 270, 278, 279, 280, 288, 289, 290, 318, 319, 320, 328, 329</p>
c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	<p>TG U1: 158, 159, 160, 238, 239, 240</p> <p>TG U3: 308, 309, 310, 392, 394, 396</p>

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To Arizona’s English Language Arts Standards (2016)**

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d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG U1: 98, 99, 100, 298, 299, 300, 318, 319, 320 TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 258, 259, 260, 298, 299, 300, 368, 369, 370, 392, 394, 396
e. Provide a concluding statement or section related to the information or explanation presented.	TG U1: 168, 169, 170, 192, 388, 389, 390, 392 TG U3: 358, 359, 360, 392, 396
4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	TG U2: 18, 19, 20, 28, 29, 30, 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 88, 89, 90, 108, 109, 110, 118, 119, 120, 128, 129, 130, 192, 193, 194, 195, 196, 197, 198, 199 TG U4: 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 88, 89, 90, 98, 99, 100, 108, 109, 110, 118, 119, 120, 128, 129, 130, 138, 139, 140, 148, 149, 150, 158, 159, 160
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	TG U2: 18, 19, 20, 58, 59, 60, 130, 138, 139, 140, 158, 159, 160 TG U4: 18, 19, 20, 28, 29, 30, 128, 129, 130, 138, 139, 140, 192, 193, 196
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	TG U2: 28, 29, 30, 38, 39, 40, 58, 59, 60, 108, 109, 110, 118, 119, 120, 148, 149, 150, 192, 196 TG U4: 38, 39, 40, 59, 60, 68, 69, 70, 98, 99, 100, 192
c. Use a variety of transitional words and phrases to manage the sequence of events.	TG U2: 28, 88, 89, 90, 158, 159, 160, 178, 179, 180 TG U4: 78, 79, 80, 120, 148, 149, 150, 192, 196
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	TG U2: 28, 68, 69, 70, 78, 79, 80, 98, 99, 100, 192 TG U4: 48, 49, 50, 60, 68, 69, 70, 88, 89, 90, 108, 109, 110, 192, 196
e. Provide a conclusion that follows from the narrated experiences or events.	TG U2: 28, 129, 130, 168, 169, 170 TG U4: 100, 119, 120, 158, 159, 160, 192, 196

**A Correlation of ReadyGEN ©2016, Grade 4
To Arizona’s English Language Arts Standards (2016)**

Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
Production and Distribution of Writing	
4.W.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).	<p>TG U1: 18, 28, 29, 38, 48, 49, 50, 58, 59, 68, 69, 78, 79, 98, 99, 138, 148, 149, 150, 158, 168, 178, 188, 218, 228, 229, 230, 268, 278, 288</p> <p>TG U2: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 198, 218, 228, 238, 248, 258, 259, 268, 278, 288, 308</p> <p>TG U3: 18, 19, 28, 38, 48, 49, 58, 68, 78, 88, 98, 108, 109, 110, 118, 128, 138, 148, 150, 158, 168, 218, 228, 238, 248, 258, 268, 278, 288</p> <p>TG U4: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 198, 218, 228, 238, 248, 258, 259, 268, 278, 288, 308</p>
4.W.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).	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 128, 129, 130, 140, 300, 310, 320, 328, 329, 330, 340, 350, 360, 368, 369, 370, 380, 390</p> <p>TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 110, 120, 130, 140, 150, 160, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320</p> <p>TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 110, 120, 130, 140, 150, 160, 168, 169, 170, 178, 179, 180, 220, 230, 240, 250, 260, 270, 280, 290</p>
4.W.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 300, 310, 320, 330, 340, 350, 360, 370, 378, 379, 380, 390</p> <p>TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390, 394, 398</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 330, 340, 350, 360, 370, 380, 390</p> <p>TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390, 394, 398</p>

**A Correlation of ReadyGEN ©2016, Grade 4
To Arizona’s English Language Arts Standards (2016)**

Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
Research to Build and Present Knowledge	
4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	TG U1: 38, 39, 40, 108, 109, 110, 192, 258, 259, 260, 392 TG U3: 40, 219, 239, 249, 259, 278, 279, 280, 288, 289, 290, 298, 299, 309, 310, 318, 319 TG U4: 58, 59, 60, 239, 258, 259, 318, 319, 320
4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.	TG U1: 108, 109, 110, 258, 259, 260 TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 290, 298, 299, 300, 309, 310, 318, 319, 340, 350, 360, 370, 380, 394 TG U4: 18, 19, 20, 60, 239, 249, 258, 259, 278, 279, 298, 299, 318, 319, 320, 349, 359, 360
4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	TG U1: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 328, 338, 348, 358, 368, 378, 388 TG U2: 18, 28, 38, 48, 49, 50, 58, 68, 98, 108, 128, 138, 148, 158, 168, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298, 308, 328, 348 TG U3: 78, 79, 88, 89, 98, 99, 100, 110, 118, 119, 128, 129, 130, 138, 139, 158, 168 TG U4: 18, 28, 38, 48, 58, 59, 68, 78, 88, 98, 108, 118, 119, 120, 128, 298, 318, 328, 329, 330, 338, 348, 349, 350, 378, 390
a. Apply grade 4 Reading standards to literature.	TG U1: 68, 69, 70 TG U2: 18, 28, 48, 58, 68, 98, 108, 128, 138, 148, 158, 168, 178, 188, 228, 238, 248, 258, 268, 374, 376 TG U3: 78, 88, 89, 98, 99, 108, 109, 118, 119, 120 TG U4: 28, 59, 68, 78, 88, 89, 108, 128, 148, 158, 168, 374, 376
b. Apply grade 4 Reading standards to informational texts.	TG U1: 388, 389, 390 TG U2: 278, 288, 298, 308, 328, 348 TG U3: 228, 229, 238, 248, 268, 269, 270, 278, 279, 280, 288, 318, 328, 338 TG U4: 284, 286

**A Correlation of ReadyGEN ©2016, Grade 4
To Arizona’s English Language Arts Standards (2016)**

Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
Range of Writing	
4.W.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.	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140, 307, 310, 320, 330, 340, 350, 360, 370, 380, 390</p> <p>TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 320, 330, 340, 350, 360, 370, 380, 390</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p> <p>TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p>
Writing Standards: Foundational Skills	
Sound-letter basics and Handwriting	
4.WF.1 Demonstrate and apply handwriting skills.	<p>TG U1: 40</p> <p>Students apply in all writing practices, exercises, and activities.</p>
a. Read and write cursive letters, upper and lower case.	<p>TG U1: 161</p> <p>TG U2: 378</p> <p>Students apply in all writing practices, exercises, and activities.</p>

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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
<p>b. Transcribe ideas legibly and fluently with appropriate spacing and indentation.</p>	<p>TG U1: 40</p> <p>Also see instruction for paragraph writing: TG U1: 28-30, 38-40, 48-50, 58-60, 98-101, 108-110, 118-120, 168-170, 192-199, 228-230, 248-260, 390, 392-399 TG U2: 18-20, 28-30, 50, 68-70, 98-100, 168-170, 192-199, 228-230, 238-240, 248-250, 348-350, 358-360, 368-370, 392-399 TG U3: 28-30, 38-40, 48-50, 68-70, 78-80, 88-90, 108-110, 118-120, 148-150, 192-199, 218-220, 238-240, 248-250, 258-260, 268-270, 358-360, 392-399 TG U4: 128-30, 38-40, 48-50, 68-70, 78-80, 98-100, 118-120, 158-160, 192-199, 228-230, 238-240, 248-250, 258-260, 298-300, 328-330, 338-340, 348-350, 392-399</p>
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>4.SL.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.</p>	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382 TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 192, 212, 222, 232, 242, 252, 262, 272, 282, 302, 312 TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272, 282, 292 TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382</p>

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To Arizona’s English Language Arts Standards (2016)**

Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
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.	<p>TG U1: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313</p> <p>TG U2: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 323, 333, 343, 353, 363, 373, 383</p> <p>TG U3: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 323, 333, 343, 353, 363, 373, 383, 393</p> <p>TG U4: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313</p>
b. Follow agreed-upon rules for discussions and carry out assigned roles.	<p>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 244, 254, 264, 274, 284, 294, 304, 314, 324</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p> <p>TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</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>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 272, 282, 292, 302</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382</p>

**A Correlation of ReadyGEN ©2016, Grade 4
To Arizona’s English Language Arts Standards (2016)**

Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
d. Review the key ideas expressed and explain their own ideas and understanding based on the discussion.	<p>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 244, 254, 264, 274, 284, 294, 304, 314, 324</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p> <p>TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p>
4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>TG U1: 216</p> <p>TG U3: 24, 25, 26, 27, 162, 163, 164, 165, 166, 167, 222, 223, 224, 225, 226, 227, 242, 243, 244, 245, 246, 247</p> <p>TG U4: 223, 227, 229, 253, 263, 297</p>
4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.	<p>TG U2: 230, 250, 270, 280, 300, 310, 320, 330</p> <p>TG U3: 112, 113, 140, 150, 230, 270, 282, 283, 290</p> <p>TG U4: 30, 60, 90, 120, 130, 182, 183, 322, 323</p>

**A Correlation of ReadyGEN ©2016, Grade 4
To Arizona’s English Language Arts Standards (2016)**

Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
Presentation of Knowledge and Ideas	
4.SL.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.	<p>TG U1: 17, 27, 47, 87, 97, 107, 117, 127, 147, 157, 167, 187, 217, 227, 247, 267, 287, 297, 307, 317, 327, 347, 357, 367, 377</p> <p>TG U2: 17, 27, 47, 57, 77, 87, 147, 157, 177, 217, 247, 267, 277, 287, 307, 317, 327, 347, 357, 377, 387</p> <p>TG U3: 17, 27, 36, 37, 47, 77, 136, 137, 167, 177, 187, 236, 237, 277, 287, 307, 317, 327, 336, 337, 357, 377, 387</p> <p>TG U4: 17, 27, 47, 72, 82, 93, 122, 127, 217, 227, 247, 267, 287, 297, 307, 317, 327, 347, 357, 367, 377</p>
4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<p>TG U1: 194, 222, 380</p> <p>TG U2: 188, 189, 190, 194, 198, 388, 389, 390</p> <p>TG U3: 188, 189, 190, 194, 198, 280, 300, 394, 398</p> <p>TG U4: 194, 198, 390, 394, 398</p>
4.SL.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).	<p>TG U1: 384, 386</p> <p>TG U4: 398</p>
Language Standards	
Conventions of Standard English	
4.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	<p>TG U1: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 241, 251, 261, 271, 281, 291, 301, 311</p> <p>TG U2: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 221, 241, 251, 261, 274, 275, 276, 277, 291, 301, 311</p> <p>TG U3: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 241, 251, 261, 271, 281, 291, 301, 311</p> <p>TG U4: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 221, 241, 251, 261, 274, 275, 276, 277, 291, 301, 311</p>

**A Correlation of ReadyGEN ©2016, Grade 4
To Arizona’s English Language Arts Standards (2016)**

Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	TG U1: 41, 61 TG U2: 120, 121 TG U3: 40, 41, 170, 171, 230, 231, 240, 241, 250, 251 TG U4: 40, 41, 150, 151, 220, 221, 240, 241, 260, 261, 370, 371
b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).	TG U1: 91, 351 TG U2: 140, 141, 160, 161, 350, 351 TG U3: 20, 21, 140, 141, 300, 301, 370, 371 TG U4: 90, 91, 250, 251, 320, 321
c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	TG U1: 101, 151, 321, 361 TG U3: 30, 31, 90, 91, 260, 261, 320, 321 TG U4: 110, 111, 300, 301, 330, 331
d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	TG U1: 81 TG U2: 20, 21, 30, 31 TG U3: 60, 61, 110, 111, 130, 131, 340, 341 TG U4: 20, 21, 340, 341, 350, 351
e. Form and use prepositional phrases.	TG U1: 131, 331 TG U2: 110, 111 TG U3: 70, 71, 150, 151, 350, 351, 360, 361 TG U4: 80, 81, 290, 291, 390, 391
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	TG U1: 111, 121, 141, 221, 231, 241, 281, 291, 301, 311 TG U2: 70, 71, 80, 81, 100, 101, 300, 301, 320, 321 TG U3: 220, 221, 280, 281, 290, 291 TG U4: 130, 131
g. Correctly use frequently confused words (e.g., to, too, two; there, their).	TG U1: 191, 371, 391 TG U2: 150, 151 TG U3: 100, 101, 160, 161

**A Correlation of ReadyGEN ©2016, Grade 4
To Arizona’s English Language Arts Standards (2016)**

Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
h. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)	<p>TG U1: 28-30, 38-40, 48-50, 58-60, 98-101, 108-110, 118-120, 168-170, 192-199, 228-230, 248-260, 388-390, 392-399</p> <p>TG U2: 18-20, 28-30, 68-70, 98-100, 168-170, 192-199, 228-230, 238-240, 248-250, 348-350, 358-360, 368-370, 392-399</p> <p>TG U3: 28-30, 38-40, 48-50, 68-70, 78-80, 88-90, 108-110, 118-120, 148-150, 192-199, 218-220, 238-240, 248-250, 258-260, 268-270, 358-360, 392-399</p> <p>TG U4: 128-30, 38-40, 48-50, 68-70, 78-80, 98-100, 118-120, 158-160, 192-199, 228-230, 238-240, 248-250, 258-260, 298-300, 328-330, 338-340, 348-350, 392-399</p>
4.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<p>TG U1: 178, 179, 180, 368, 370</p> <p>TG U2: 40, 41, 50, 51, 170, 171, 190, 191, 220, 221, 230, 231, 240,241, 260, 261, 280, 281, 290, 291, 330, 331, 360, 361, 370, 371, 378, 379, 380, 381</p> <p>TG U3: 51, 81, 121, 178, 179, 181, 191, 271, 311, 331, 381, 391</p> <p>TG U4: 121, 141, 161, 178, 179, 180, 181, 191, 231, 271, 281, 311,361, 381</p>
a. Use correct capitalization.	<p>TG U1: 161, 178, 180, 369, 370</p> <p>TG U2: 190, 191, 220, 221, 230, 231, 240, 241</p> <p>TG U3: 50, 51</p>
b. Use commas and quotation marks to mark direct speech and quotations from a text.	<p>TG U1: 171, 181</p> <p>TG U2: 40, 41, 50, 51, 170, 171, 260, 261, 290, 291</p> <p>TG U3: 80, 81, 270, 271, 390, 391</p> <p>TG U4: 40, 43, 100, 120, 121, 230, 231, 280, 281, 360, 361</p>
c. Use a comma before a coordinating conjunction in a compound sentence.	<p>TG U1: 111</p> <p>TG U2: 90, 91, 311, 321, 331, 341, 360, 361</p> <p>TG U3: 120, 121, 180, 181, 190, 191, 330, 331, 380, 381</p> <p>TG U4: 140, 141, 180, 181, 270, 271, 380, 381</p>

**A Correlation of ReadyGEN ©2016, Grade 4
To Arizona’s English Language Arts Standards (2016)**

Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
d. Spell grade-appropriate words correctly, consulting references as needed.	TG U1: 178, 180, 368, 369, 370, 381 TG U2: 181, 370, 371, 380, 381 TG U3: 310, 311 TG U4: 190, 191, 310, 311
Knowledge of Language	
4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	TG U1: 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156, 166, 176, 186, 216, 226, 236, 246, 256, 266, 276, 286, 296, 306, 316 TG U2: 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156, 166, 176, 186, 216, 226, 236, 246, 256, 266, 276, 286, 296, 306, 316 TG U3: 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156, 326, 336, 346, 356, 366, 376, 386 TG U4: 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156, 326, 336, 346, 356, 366, 376, 386, 396
a. Choose words and phrases to convey ideas precisely.	TG U1: 74 TG U2: 68, 69, 70, 78, 79, 80, 148, 149, 150 TG U3: 64, 65, 66, 67, 124, 125, 126, 127, 258, 259, 260, 364, 365, 366, 367, 368, 369, 370 TG U4: 23, 33, 66, 124, 126, 127, 274, 275, 276, 277
b. Choose punctuation for effect.	TG U2: 281 TG U4: 34, 38, 40, 41, 43
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).	TG U1: 384, 385, 386

**A Correlation of ReadyGEN ©2016, Grade 4
To Arizona’s English Language Arts Standards (2016)**

Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
Vocabulary Acquisition and Use	
4.L.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.	<p>TG U1: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 213, 223, 233, 253, 263, 273, 293, 303, 333, 343, 353</p> <p>TG U2: 13, 23, 33, 43, 53, 73, 93, 103, 113, 123, 133, 143, 153, 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313, 323, 343, 353</p> <p>TG U3: 13, 23, 33, 43, 53, 63, 73, 83, 103, 143, 153, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 303, 323, 333, 343, 353, 383</p> <p>TG U4: 13, 23, 33, 43, 53, 73, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293, 294, 303, 304</p>
a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	<p>TG U1: FS8–FS10, FS14–FS16, FS20–FS25</p> <p>TG U2: 12, 22, 32, 42, 52, 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, FS2–FS4, FS14–FS16, FS20–FS22</p> <p>TG U3: 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 362, 372, 382, FS5–FS16, FS23–FS25</p> <p>TG U4: 212, 222, 232, 242, 252, 362, 372, 382, FS5–FS7, FS14–FS16, FS23–FS25</p>
b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<p>TG U1: 14, 24, 34, 44, 45, 46, 47, 54, 64, 74, 84, 94, 104, 114, 124, 294, 304, 314, 324, 334, 344, 354, 363, 364, 374, 384</p> <p>TG U2: 93, 113, 162, 172, 182, FS11–FS13</p> <p>TG U3: 144, 145, 146, 147, 153, 163, 254, 255, 256, 257, 343, 353, 373, 383</p> <p>TG U4: 154, 155, 156, 157, 213, 223, 243, 263, 273, 312, 323, 383</p>
c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<p>TG U1: 213, 381, FS15, FS17, FS18, FS23–FS25</p> <p>TG U2: 180, 181, 224, 371, 381, 390, 391, FS3, FS6, FS9, FS11–FS14, FS16, FS18, FS19, FS21, FS23</p> <p>TG U3: 63, 64, 292, 311, 312, 322, 343, 352, 370, 392, FS2, FS3, FS6, FS7, FS11–FS24</p> <p>TG U4: 213, 234, 262, 272, 292, 302, 322, 352</p>

**A Correlation of ReadyGEN ©2016, Grade 4
To Arizona’s English Language Arts Standards (2016)**

Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p>TG U1: 96, 103</p> <p>TG U2: 53, 63, 97, 112, 113, 114, 115, 116, 117, 118, 119, 124, 126, 127, 233, 254, 255, 256, 257, 263</p> <p>TG U3: 82, 83, 134, 135, 273, 283, 297, 303</p> <p>TG U4: 53, 63, 73, 83, 84, 85, 86, 87, 93, 253, 254, 255, 256, 257, 302, 303, 304, 305, 306, 307, 312, 313, 322, 323, 332, 342, 352, 354, 356, 357</p>
a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	<p>TG U2: 33, 113, 114, 115, 116, 117, 118, 119</p> <p>TG U3: 53, 54, 56, 57, 84, 85, 86, 87, 113, 134, 135, 283</p> <p>TG U4: 63, 73, 84, 85, 86, 87, 93</p>
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	<p>TG U1: 63, 83, 153, 213, 273, 283, 303, 333</p> <p>TG U2: 87, 94, 95, 96, 97, 103, 123, 143, 283, 313, 343</p> <p>TG U3: 73, 103</p> <p>TG U4: 33, 53, 67, 83, 97, 323, 373</p>
c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	<p>TG U1: 334, 335, FS17–FS19</p> <p>TG U2: 224, 226, 227</p> <p>TG U3: 124, 126, 127, 262, 272, 282, 292, 302, FS17–FS19</p> <p>TG U4: 254, 255, 256, 257</p>
4.L.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).	<p>TG U1: 23, 43, 64, 73, 74, 83, 84, 104, 124, 144, 154, 164, 184, 213, 214, 223, 224, 234, 244, 254, 264, 274, 284, 294, 304, 312, 314, 324</p> <p>TG U2: 54, 64, 74, 84, 94, 114, 124, 134, 144, 154, 164, 174, 184, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334, 344, 354, 364</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p> <p>TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 235, 244, 254, 264, 274, 284, 292, 293, 294</p>