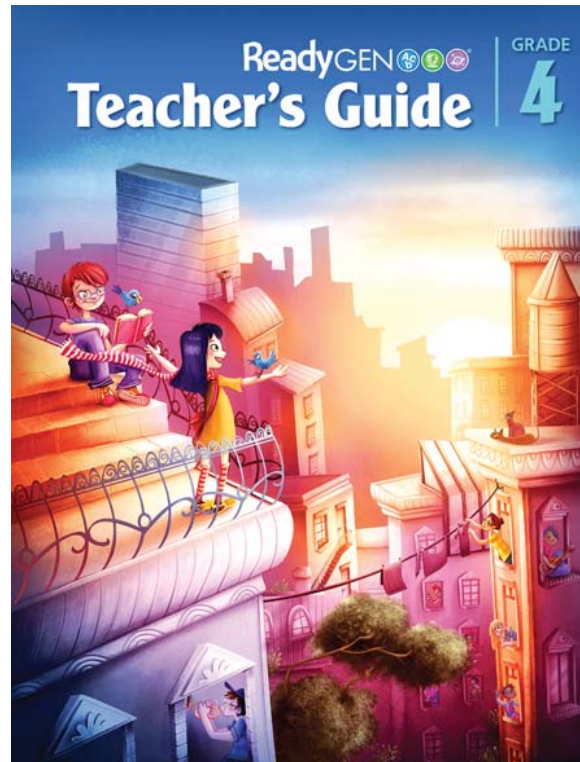


A Correlation of

ReadyGEN

Grade 4, ©2016



To the

California

English Language Development Standards

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the California English Language Development Standards (ELD). 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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**Part 2 – Standards Map for Program 2 Basic ELA/ELD, Kindergarten Through Grade Eight
Grade Four – California English Language Development Standards**

The California English Language Development Standards (CA ELD Standards) describe the key knowledge, skills, and abilities in core areas of English language development that students learning English as a new language need in order to access, engage with, and achieve in grade-level academic content, with particular alignment to the key knowledge, skills, and abilities for achieving college- and career-readiness described in the Common Core State Standards for ELA. However, the CA ELD Standards do not repeat the Common Core State Standards for ELA, or represent ELA content at lower levels of achievement or rigor. Rather, the CA ELD Standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills. The CA ELD Standards are not intended to replace the Common Core State Standards for ELA but instead to amplify the language knowledge, skills and abilities of those Common Core State Standards that are critical in order for ELs to simultaneously be successful in school while they are developing English.

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	PART I: INTERACTING IN MEANINGFUL WAYS				
	A. Collaborative				
	1. Exchanging information and ideas				
PI.4.1.Em	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.	TG U1: 12, 42, 62, 92, 112, 132, 172, 212, 232, 252, 282, 332 TG U2: 32, 53, 72, 102, 142, 182, 222, 262, 272, 302, 342, 382 TG U3: 22, 62, 82, 122, 152, 182, 222, 252, 292, 312, 352, 372 TG U4: 42, 64, 72, 92, 132, 162, 212, 232, 262, 282, 322, 362, 382			
PI.4.1.Ex	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	TG U1: 12, 42, 92, 122, 182, 242, 302, 322, 332, 352, 372 TG U2: 22, 62, 82, 112, 162, 212, 262, 292, 312, 342, 362 TG U3: 12, 52, 72, 132, 172, 232, 252, 282, 352, 362 TG U4: 42, 62, 64, 82, 102, 142, 182, 222, 252, 272, 302, 362			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.4.1.Br	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	TG U1: 42, 62, 122, 132, 212, 242, 282, 332, 372 TG U2: 22, 54, 82, 120, 130, 140, 150, 160, 162, 212, 214, 312, 362 TG U3: 54, 72, 120, 140, 150, 160, 170, 172, 214, 282, 302, 380 TG U4: 42, 64, 102, 140, 142, 180, 182, 190, 222, 252, 260, 270, 272, 280, 302, 330, 362, 390			
	2. Interacting via written English				
PI.4.2.Em	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	TG U1: 18-20, 108-110, 118-120, 218-220, 338-340 TG U2: 18-20, 38-40, 138-140, 268-270, 308-310, 338-340 TG U3: 18-20, 38-40, 58-60, 78-80, 248-250, 288-290 TG U4: 18-20, 218-220, 248-250, 348-350			
PI.4.2.Ex	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	TG U1: 28-30, 48-50, 68-70, 98-100, 148-150, 228-230, 268-270, 278-280, 308-310 TG U2: 28-30, 48-50, 68-70, 88-90, 108-110, 148-150, 218-220, 248-250, 278-280, 318-320 TG U3: 28-30, 68-70, 88-90, 118-120, 218-220, 318-320, 328-330 TG U4: 28-30, 38-40, 58-60, 228-230, 268-270, 288-290			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.4.2.Br	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	<p>TG U1: 38-40, 58-60, 78-80, 128-130, 168-170, 188-190, 258-260, 328-330, 368-370, 378-380</p> <p>TG U2: 128-130, 158-160, 238-240, 288-290, 328-330, 358-360</p> <p>TG U3: 48-50, 128-130, 148-150, 168-170, 188-190, 268-270, 308-310, 358-360, 388-390</p> <p>TG U4: 78-80, 138-140, 168-170, 188-190, 238-240, 278-280, 358-360, 378-380, 388-390</p>			
	3. Offering opinions				
PI.4.3.Em	Negotiate with or persuade others in conversations using basic learned phrases (e.g., <i>I think . . .</i>), as well as open responses, in order to gain and/or hold the floor.	<p>For related content, please see:</p> <p>TG U1: 37, 137</p> <p>TG U2: 220, 230, 233, 237, 250, 270, 280, 300, 303, 310, 360, 398</p> <p>TG U3: 20, 36, 40, 50, 70, 80, 83, 90, 110, 140, 160, 170, 190, 198</p> <p>TG U4: 220, 240, 250, 260, 270, 280, 310, 320, 330, 350, 370, 398</p>			
PI.4.3.Ex	Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.	<p>For related content, please see:</p> <p>TG U1: 37, 137</p> <p>TG U2: 220, 230, 233, 237, 250, 270, 280, 300, 303, 310, 360, 398</p> <p>TG U3: 20, 29, 36, 40, 50, 70, 80, 83, 90, 110, 140, 160, 190, 198</p> <p>TG U4: 220, 240, 250, 260, 280, 310, 319, 320, 330, 350, 370, 398</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.4.3.Br	Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., <i>That's a good idea. However . . .</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.	For related content, please see: TG U1: 37, 137 TG U2: 220, 230, 233, 237, 250, 270, 280, 300, 303, 310, 360, 398 TG U3: 20, 29, 36, 40, 50, 70, 80, 83, 90, 110, 140, 160, 190, 198 TG U4: 220, 240, 250, 260, 280, 310, 319, 320, 330, 350, 370, 398			
4. Adapting language choices					
PI.4.4.Em	Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.	For related content, please see: TG U1: 43, 198, 384, 385, 386, 398 TG U2: 93, 198, 398 TG U3: 123, 198, 398 TG U4: 221, 398			
PI.4.4.Ex	Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with moderate support.	TG U1: 48-50, 98-100, 138-140, 158-160, 238-240, 298-300, 318-320 TG U2: 68-70, 78-80, 98-100, 108-110, 118-120, 148-150, 158-160, 298-300, 358-360 TG U3: 68-70, 168-170, 258-260, 308-310, 368-370 TG U4: 48-50, 68-70, 78-80, 88-90, 148-150, 228-230, 298-300			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.4.4.Br	Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.	<p>TG U1: 48-50, 98-100, 138-140, 158-160, 238-240, 298-300, 318-320</p> <p>TG U2: 68-70, 78-80, 98-100, 108-110, 118-120, 148-150, 158-160, 298-300, 358-360</p> <p>TG U3: 68-70, 168-170, 258-260, 308-310, 368-370</p> <p>TG U4: 48-50, 68-70, 78-80, 88-90, 148-150, 228-230, 298-300</p>			
	B. Interpretive				
	5. Listening actively				
PI.4.5.Em	Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.	<p>This objective is addressed throughout the text. See the following:</p> <p>TG U1: 13, 53, 123, 153, 183, 190, 198, 273, 320, 383</p> <p>TG U2: 63, 90, 100, 113, 130, 140, 150, 160, 273, 290, 310, 353</p> <p>TG U3: 13, 43, 73, 84, 150, 198, 213, 290, 313, 353</p> <p>TG U4: 23, 53, 83, 133, 153, 183, 233, 260, 273, 290, 333, 383, 398</p>			
PI.4.5.Ex	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.	<p>This objective is addressed throughout the text. See the following:</p> <p>TG U1: 53, 83, 123, 153, 183, 190, 198, 320, 333, 383</p> <p>TG U2: 63, 100, 113, 130, 140, 150, 160, 273, 310, 353</p> <p>TG U3: 13, 43, 73, 84, 140, 198, 213, 263, 290, 353</p> <p>TG U4: 23, 53, 83, 133, 153, 183, 233, 260, 273, 290, 383, 398</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.4.5.Br	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	This objective is addressed throughout the text. See the following: TG U1: 13, 53, 83, 123, 153, 183, 190, 198, 273, 320, 333, 383 TG U2: 63, 90, 113, 130, 140, 150, 160, 273, 290, 353 TG U3: 13, 43, 73, 84, 140, 150, 198, 213, 263, 290, 313, 353 TG U4: 53, 83, 153, 183, 233, 260, 273, 290, 333, 398			
	6. Reading/viewing closely				
PI.4.6.Em	a) Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, etc.) based on close reading of a select set of grade-level texts with substantial support. b) Use knowledge of frequently-used affixes (e.g., <i>un-</i> , <i>mis-</i>) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	TG U1: 22, 24, 26, 54, 55, 56, 57, 85, 93, 105, 106, 107, FS5, FS7, FS9, FS10, FS14, FS21, FS22 TG U2: 12, 14, 16, 72, 82, 83, 84, 86, 87, 162, 164, 166, 167, 262, 263, 264, 266, 267, FS2, FS3, FS4, FS6, FS7, FS8, FS9, FS10, FS12, FS13 TG U3: 13, 37, 73, 92, 94, 96, 97, 102, 104, 106, 107, 112, 113, 114, 115, 116, 117, 152, 153, 154, 156, 157, FS11, FS12, FS13 TG U4: 22, 23, 27, 66, 67, 72, 73, 74, 75, 76, 77, 102, 104, 106, 107, 112, 122, 124, 126, 127			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.4.6.Ex	<p>a) Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, etc.) in greater detail based on close reading of a variety of grade-level texts with moderate support.</p> <p>b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.</p>	<p>TG U1: 179, 265, 303, 381, FS5, FS6, FS7</p> <p>TG U2: 243, 253, 295, FS6, FS7, FS11, FS12, FS14, FS15, FS16, FS18, FS19, FS20, FS22</p> <p>TG U3: 25, 53, 135, 164, 167, 247, 255, 345, FS14, FS15, FS16, FS23, FS24, FS25</p> <p>TG U4: 54, 56, 57, 94, 96, 97, 152, 153, 225, 235, 312, 313, 314, 315, 316, 317, 372, 373, 374, 375, 376, 377, FS5, FS6, FS7, FS24</p>			
PI.4.6.Br	<p>a) Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, etc.) in detail based on close reading of a variety of grade-level texts with light support.</p> <p>b) Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p>TG U1: 52, 53, 54, 55, 56, 57, 102, 103, 104, 105, 106, 107, 122, 123, 124, 126, 127, 142, 144, 146, 147</p> <p>TG U2: 43, 62, 63, 64, 72, 73, 74, 76, 77, 102, 103, 104, 105, 107, 152, 154, 156, 157, 162, 164, 167</p> <p>TG U3: 13, 14, 16, 17, 33, 34, 37, 47, 53, 304, 305, 306, 307, FS2, FS3, FS4, FS5, FS6, FS7, FS11, FS12, FS13, FS14, FS15, FS16, FS23</p> <p>TG U4: 72, 73, 74, 75, 76, 77, FS5, FS6, FS7, FS16, FS17, FS23, FS24, FS25</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	7. Evaluating language choices				
PI.4.7.Em	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support.	TG U1: 72, 73, 74, 75, 76, 77, 184, 185, 186, 187, 232, 234, 254, 255, 256, 257, 384, 386, 387 TG U2: 64, 65, 66, 67, 182, 184, 185, 186, 224, 225, 226, 227, 294, 295, 296, 297, 364, 366, 367 TG U3: 292, 293, 295, 296, 297, 364, 366, 367 TG U4: 34, 35, 82, 83, 84, 85, 124, 125, 126, 127, 234, 302, 304, 306, 307			
PI.4.7.Ex	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with prompting and moderate support.	TG U1: 302, 303 TG U3: 263, 283, 343 TG U4: 222, 223, 224, 225, 242, 243, 262, 267, 272, 273			
PI.4.7.Br	Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence) with prompting and light support.	TG U1: 302, 303 TG U3: 263, 283, 343 TG U4: 222, 223, 224, 225, 242, 243, 262, 267, 272, 273			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	8. Analyzing language choices				
PI.4.8.Em	Distinguish how different words with similar meaning produce different effects on the audience (e.g., describing a character's actions as <i>whined</i> versus <i>said</i>).	TG U1: 334, 335, 337, FS17, FS19 TG U2: 224, 226, 227 TG U3: 67, 124, 125, 126, 127, FS17, FS19 TG U4: 254, 255, 256, 257			
PI.4.8.Ex	Distinguish how different words with similar meanings (e.g., describing a character as <i>smart</i> versus <i>an expert</i>) and figurative language (e.g., as <i>big as a whale</i>) produce shades of meaning and different effects on the audience.	TG U1: 254, 256, 257, 334, 335, 337, FS17, FS19 TG U2: 112, 114, 115, 116, 117, 124, 126, 224, 226, 227, 254, 255, 256, 257 TG U3: 54, 56, 57, 67, 82, 84, 85, 87, 124, 125, 126, 127, 134, FS17, FS19 TG U4: 84, 85, 86, 87, 163, 254, 255, 256, 257, 307			
PI.4.8.Br	Distinguish how different words with related meanings (e.g., <i>fun</i> versus <i>entertaining</i> versus <i>thrilling</i> , <i>possibly</i> versus <i>certainly</i>) and figurative language produce shades of meaning and different effects on the audience.	TG U1: 254, 256, 257, 334, 335, 337, FS17, FS19 TG U2: 112, 114, 115, 116, 117, 124, 126, 224, 226, 227, 254, 255, 256, 257 TG U3: 54, 56, 57, 67, 82, 84, 85, 87, 124, 125, 126, 127, 134, FS17, FS19 TG U4: 84, 85, 86, 87, 163, 254, 255, 256, 257, 307			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	C. Productive				
	9. Presenting				
PI.4.9.Em	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with substantial support.	TG U1: 19, 22, 219, 283, 373 TG U2: 173, 183, 282, 373, 383 TG U3: 92 TG U4: 273, 372			
PI.4.9.Ex	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with moderate support.	TG U1: 50, 70, 80, 90, 100, 110, 230, 250, 280, 300, 310, 320 TG U2: 30, 90, 110, 120, 160, 190, 230, 270, 300, 330, 360, 390 TG U3: 40, 70, 100, 140, 170, 220, 270, 290, 310, 350, 390 TG U4: 20, 50, 70, 90, 120, 160, 230, 250, 290, 310, 350, 380, 390			
PI.4.9.Br	Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with light support.	TG U1: 198, 398 TG U2: 198, 398 TG U3: 198, 398 TG U4: 198, 398			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	10. Writing				
PI.4.10.Em	a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	TG U1: 18-20, 108-110, 118-120, 218-220, 338-340 TG U2: 18-20, 38-40, 138-140, 218-220, 308-310, 338-340 TG U3: 18-20, 58-60, 218-220, 288-290 TG U4: 18-20			
PI.4.10.Ex	a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	TG U1: 28-30, 38-40, 68-70, 228-230, 258-260, 288-290, 358-360 TG U2: 28-30, 58-60, 88-90, 128-130, 158-160, 218-220, 238-240 TG U3: 48-50, 168-170, 238-240, 248-250, 308-310, 318-320 TG U4: 28-30, 38-40, 78-80, 218-220, 238-240, 248-250, 298-300			
PI.4.10.Br	a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	TG U1: 58-60, 98-100, 138-140, 168-170, 192-199, 238-240, 278-280, 328-330, 368-370, 392-399 TG U2: 48-50, 68-70, 98-100, 118-120, 178-180, 192-199, 288-290, 318-320, 328-330, 392-399 TG U3: 38-40, 68-70, 118-120, 148-150, 178-180, 192-199, 258-260, 298-300, 358-360, 392-399 TG U4: 58-60, 88-90, 128-130, 148-150, 188-190, 192-199, 258-260, 308-310, 368-370, 392-399			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	11. Supporting opinions				
PI.4.11.Em	<p>a) Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content with substantial support.</p> <p>b) Express ideas and opinions or temper statements using basic modal expressions (e.g., <i>can, will, maybe</i>).</p>	<p>TG U2: 218-220, 228-230, 248-250, 268-270, 278-280</p> <p>TG U3: 18-20, 48-50, 68-70, 78-80, 88-90, 118-120, 192-199</p> <p>TG U4: 238-240, 278-280, 328-330</p>			
PI.4.11.Ex	<p>a) Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content with moderate support.</p> <p>b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>maybe/probably, can/must</i>).</p>	<p>TG U1: 100, 101, 150, 151, 320, 321, 360, 361</p> <p>TG U2: 218-220, 228-230, 248-250, 268-270, 278-280</p> <p>TG U3: 18-20, 30, 31, 48-50, 68-70, 78-80, 88-90, 91, 118-120, 192-199, 260, 261, 320, 321</p> <p>TG U4: 110, 111, 238-240, 278-280, 300, 301, 328-330, 331</p>			
PI.4.11.Br	<p>a) Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content with light support.</p> <p>b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly, should/would</i>) and phrasing (e.g., <i>In my opinion . . .</i>).</p>	<p>TG U1: 100, 101, 150, 151, 320, 321, 360, 361</p> <p>TG U2: 218-220, 228-230, 248-250, 268-270, 278-280, 358-360, 392-399</p> <p>TG U3: 18-20, 30, 31, 48-50, 68-70, 78-80, 88-90, 91, 98-100, 118-120, 192-199, 260, 261, 320, 321</p> <p>TG U4: 110, 111, 238-240, 278-280, 300, 301, 328-330, 331</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	12. Selecting language resources				
PI.4.12.Em	<p>a) Use a select number of general academic and domain-specific words to create precision while speaking and writing.</p> <p>b) Select a few frequently used affixes for accuracy and precision (e.g., She walks, I’m <i>unhappy</i>).</p>	<p>TG U1: 98-100, 138-140, 298-300, 318-320</p> <p>TG U2: 271</p> <p>TG U3: 258-260, 368-370, 392-399</p> <p>TG U4: 48-50</p>			
PI.4.12.Ex	<p>a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>b) Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I’m <i>unhappy</i>).</p>	<p>TG U1: 49, 51, 98-100, 138-140, 269, 298-300, 318-320</p> <p>TG U2: 271</p> <p>TG U3: 258-260, 368-370, 392-399</p> <p>TG U4: 48-50</p>			
PI.4.12.Br	<p>a) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>b) Select a variety of appropriate affixes for accuracy and precision (e.g., She’s <i>walking</i>. I’m uncomfortable. They left <i>reluctantly</i>).</p>	<p>TG U1: 49, 51, 91, 98-100, 138-140, 269, 298-300, 318-320, 351</p> <p>TG U2: 98-100, 118-120, 141, 161, 271, 351</p> <p>TG U3: 21, 141, 258-260, 301, 368-370, 371, 392-399</p> <p>TG U4: 48-50, 68-70, 71, 88-90, 91, 251, 321</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	PART II: LEARNING ABOUT HOW ENGLISH WORKS				
	A. Structuring Cohesive Texts				
	1. Understanding text structure				
PII.4.1.Em	Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially) to comprehending texts and writing basic texts.	TG U1: 52, 53, 54, 55, 56, 57, 64, 66, 68-70, 102, 103, 104, 105, 106, 107, 222, 223, 224, 225, 226, 227, 354, 356, 357 TG U2: 88-90, 128-130, 158-160, 312, 313, 314, 316, 317 TG U3: 14, 15, 16, 17 TG U4: 78-80, 117, 128-130, 174, 175, 176, 177			
PII.4.1.Ex	Apply increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion.	TG U1: 14, 52, 53, 54, 55, 56, 57, 64, 66, 68-70, 102, 103, 104, 105, 106, 107, 136, 156, 157, 222, 223, 224, 225, 226, 227, 292, 294, 295, 296, 297, 354, 356, 357 TG U2: 88-90, 128-130, 158-160, 272, 273, 274, 275, 276, 277, 304, 305, 306, 307, 312, 313, 314, 316, 317 TG U3: 14, 15, 16, 17, 214, 215, 216, 217, 238-240 TG U4: 78-80, 117, 128-130, 174, 175, 176, 177, 264, 265, 266, 267			

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			Y	N	
P.4.1.Br	Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.	<p>TG U1: 14, 52, 53, 54, 55, 56, 57, 64, 66, 68-70, 102, 103, 104, 105, 106, 107, 136, 156, 157, 222, 223, 224, 225, 226, 227, 292, 294, 295, 296, 297, 354, 356, 357</p> <p>TG U2: 88-90, 128-130, 158-160, 238-240, 272, 273, 274, 275, 276, 277, 304, 305, 306, 307, 312, 313, 314, 316, 317</p> <p>TG U3: 14, 15, 16, 17, 48-50, 214, 215, 216, 217, 238-240</p> <p>TG U4: 78-80, 117, 128-130, 174, 175, 176, 177, 192-199, 264, 265, 266, 267, 268-270, 308-310, 392-399</p>			
	2. Understanding cohesion				
P.4.2.Em	<p>a) Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</p> <p>b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>first</i>, <i>yesterday</i>) to comprehending texts and writing basic texts.</p>	<p>TG U1: 30, 31, 33, 35, 40, 41, 53, 154, 158-160, 238-240, 250, 251, 260, 261, 354, 356</p> <p>TG U2: 88-90, 120, 121, 158-160, 238-240, 250, 251, 284, 298-300, 358-360</p> <p>TG U3: 308-310</p> <p>TG U4: 60, 61, 148-150, 220, 221, 260, 261, 298-300, 353, 370, 371</p>			

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P.4.2.Ex	<p>a) Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p> <p>b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>since, next, for example</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>TG U1: 30, 31, 33, 35, 40, 41, 53, 154, 158-160, 238-240, 250, 251, 260, 261, 354, 356</p> <p>TG U2: 88-90, 120, 121, 158-160, 238-240, 250, 251, 284, 298-300, 358-360</p> <p>TG U3: 68-70, 168-170, 308-310, 392-399</p> <p>TG U4: 60, 61, 148-150, 220, 221, 228-230, 260, 261, 298-300, 353, 362, 364, 366, 367, 370, 371</p>			
P.4.2.Br	<p>a) Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.</p> <p>b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, at the end</i>) to comprehending texts and writing cohesive texts.</p>	<p>TG U1: 30, 31, 33, 35, 40, 41, 53, 154, 158-160, 238-240, 250, 251, 260, 261, 354, 356</p> <p>TG U2: 88-90, 120, 121, 158-160, 238-240, 250, 251, 284, 298-300, 358-360</p> <p>TG U3: 38-40, 48-50, 68-70, 168-170, 192-199, 308-310, 392-399</p> <p>TG U4: 60, 61, 148-150, 220, 221, 228-230, 260, 261, 298-300, 353, 362, 364, 366, 367, 370, 371, 392-399</p>			

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			Y	N	
	B. Expanding & Enriching Ideas				
	3. Using verbs and verb phrases				
PII.4.3.Em	Use various verbs/verb types (e.g., <i>doing, saying, being/having, thinking/feeling</i>) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) for familiar topics.	TG U1: 50, 51, 90, 91, 350, 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			
PII.4.3.Ex	Use various verbs/verb types (e.g., <i>doing, saying, being/having, thinking/feeling</i>) and tenses appropriate for the task, text type, and discipline (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics.	TG U1: 50, 51, 90, 91, 350, 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			
PII.4.3.Br	Use various verbs/verb types (e.g., <i>doing, saying, being/having, thinking/feeling</i>) and tenses appropriate for the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics.	TG U1: 50, 51, 90, 91, 350, 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			

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	4. Using nouns and noun phrases				
PII.4.4.Em	Expand noun phrases in simple ways (e.g., adding an adjective) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	TG U1: 70, 71 TG U2: 20, 21 TG U3: 60, 61			
PII.4.4.Ex	Expand noun phrases in a variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	TG U1: 70, 71 TG U2: 20, 21, 270, 271 TG U3: 60, 61			
PII.4.4.Br	Expand noun phrases in an increasing variety of ways (e.g., adding general academic adjectives and adverbs to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	TG U1: 70, 71, 80, 81 TG U2: 20, 21, 30, 31, 270, 271 TG U3: 60, 61, 110, 111, 130, 131, 340, 341 TG U4: 20, 21, 340, 341, 350, 351			
	5. Modifying to add details				
PII.4.5.Em	Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process (e.g., They walked to <i>the soccer field</i>).	TG U1: 130, 131, 330, 331 TG U2: 110, 111 TG U3: 70, 71, 150, 151, 350, 351, 360, 361 TG U4: 80, 81, 290, 291			
PII.4.5.Ex	Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process (e.g., They worked <i>quietly</i> . They ran <i>across the soccer field</i>).	TG U1: 60, 61, 130, 131, 330, 331 TG U2: 110, 111, 130, 131 TG U3: 40, 41, 70, 71, 150, 151, 170, 171, 230, 231, 240, 241, 350, 351, 360, 361 TG U4: 70, 71, 80, 81, 150, 151, 240, 241, 290, 291			

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PII.4.5.Br	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a variety of familiar and new activities and processes (e.g., They worked <i>quietly all night in their room</i>).	TG U1: 60, 61, 130, 131, 330, 331 TG U2: 110, 111, 130, 131 TG U3: 40, 41, 70, 71, 150, 151, 170, 171, 230, 231, 240, 241, 350, 351, 360, 361 TG U4: 70, 71, 80, 81, 150, 151, 240, 241, 290, 291			
	C. Connecting & Condensing Ideas				
	6. Connecting ideas				
PII.4.6.Em	Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as <i>and, but, so</i>).	TG U1: 230, 231, 290, 291 TG U2: 90, 91, 300, 301, 310, 311, 320, 321, 330, 331, 360, 361 TG U3: 120, 121, 180, 181, 190, 191, 330, 331, 380, 381 TG U4: 100, 101, 140, 141, 170, 171, 270, 271, 380, 381			
PII.4.6.Ex	Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came.</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i>).	TG U1: 230, 231, 290, 291, 300, 301 TG U2: 90, 91, 300, 301, 310, 311, 320, 321, 330, 331, 360, 361 TG U3: 120, 121, 180, 181, 190, 191, 330, 331, 380, 381 TG U4: 100, 101, 140, 141, 170, 171, 270, 271, 380, 381			
PII.4.6.Br	Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>Since the lion was at the waterhole, the deer ran away.</i>), to make a concession, or to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted.</i>).	TG U1: 230, 231, 290, 291, 300, 301 TG U2: 90, 91, 300, 301, 310, 311, 320, 321, 330, 331, 360, 361 TG U3: 120, 121, 180, 181, 190, 191, 330, 331, 380, 381 TG U4: 100, 101, 140, 141, 170, 171, 270, 271, 380, 381			

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	7. Condensing ideas				
PII.4.7.Em	Condense clauses in simple ways (e.g., through simple embedded clauses as in, The woman is a doctor. She helps children. → The woman is a doctor <i>who helps children.</i>) to create precise and detailed sentences.	TG U1: 40, 41, 60, 61, 140, 141 TG U2: 120, 121 TG U3: 40, 41, 170, 171, 230, 231, 250, 251 TG U4: 40, 41, 150, 151, 220, 221, 260, 261, 370, 371			
PII.4.7.Ex	Condense clauses in an increasing variety of ways (e.g., through a growing number of embedded clauses and other condensing as in, The dog ate quickly. The dog choked. → The dog ate so quickly that it choked.) to create precise and detailed sentences.	TG U1: 40, 41, 60, 61, 140, 141 TG U2: 120, 121 TG U3: 40, 41, 170, 171, 230, 231, 250, 251 TG U4: 40, 41, 150, 151, 160, 161, 220, 221, 260, 261, 370, 371			
PII.4.7.Br	Condense clauses in a variety of ways (e.g., through various types of embedded clauses and other ways of condensing as in, There was a Gold Rush. It began in the 1850s. It brought a lot of people to California. → The Gold Rush <i>that began in the 1850s</i> brought a lot of people to California.) to create precise and detailed sentences.	TG U1: 40, 41, 60, 61, 140, 141 TG U2: 120, 121 TG U3: 40, 41, 170, 171, 230, 231, 250, 251 TG U4: 40, 41, 150, 151, 160, 161, 220, 221, 260, 261, 370, 371			

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	Part III: Using Foundational Literacy Skills				
	Foundational Literacy Skills (See Appendix A-Grade Four):				
	Literacy in an Alphabetic Writing System <ul style="list-style-type: none"> • Print concepts • Phonological awareness • Phonics & word recognition • Fluency 	TG U1: 13, 27, 87, 157, 161, 191, 217, 267, 277, 297, 387, 391 TG U2: 77, 151, 177, 221, 231, 241, 273, 277, 293, 303, 333, 367, 371 TG U3: 13, 33, 43, 77, 93, 101, 187, 217, 253, 347, 377 TG U4: 13, 17, 97, 127, 153, 191, 223, 263, 273, 277, 311, 347, 353, 383			
Appendix					