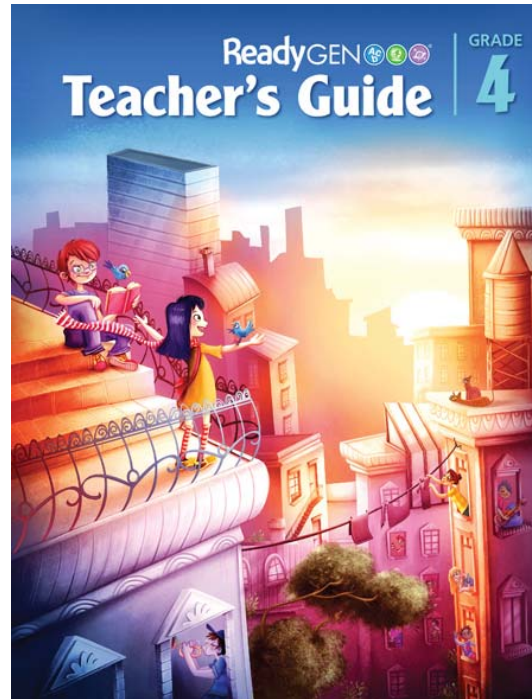


A Correlation of

**ReadyGEN**

©2016



To the

**California Common Core State Standards  
for English Language Arts  
Grade 4**

## Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *California Common Core Standards for English Language Arts*. Correlation citations refer to the Teacher's Guide and are cited by grade level, unit number and page number where instruction occurs.

**ReadyGEN ©2016** is a K-6 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

### **AUTHENTIC TEXT AT THE CORE OF INSTRUCTION**

- Puts a library of 12 authentic trade books in the hands of every child.

### **BUILT WITH THE RESULTS IN MIND**

- Back-mapped for success to ensure that activities are driven by rigorous standards.

### **BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS**

- Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.

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**Part 1 – Standards Map for Program 2 Basic ELA/ELD, Kindergarten Through Grade Eight  
 Grade Four – California Common Core State Standards for English Language Arts**

This basic grade-level program provides the comprehensive curriculum in English language arts for kindergarten through grade eight with integration of the CA ELD Standards that were adopted by the SBE November 2012. It provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA and the corresponding CA ELD Standards, and includes materials necessary for designated English language development instruction. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted.

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	<b>LITERATURE</b>				
	<b>Key Ideas and Details</b>				
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>TG U1:</b> 13, 16, 52-53, 82-83, 143-145, 162-164, 167, 172, 183, 353, 373-375, 383-385, 274 <b>TG U2:</b> 23-24, 26-27, 133-134, 223-225, 233-235, 236-237, 243-244, 246-248 <b>TG U3:</b> 72-74, 76-77, 82-84, 93-94, 96-97, 153 <b>TG U4:</b> 42, 44, 46-47, 332, 334			
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>TG U2:</b> 42-44, 44-46, 46-47, 83-84, 86-87, 93, 252, 332 <b>TG U3:</b> 162-164, 164-166, 94, 96 <b>TG U4:</b> 52-54, 56, 92-93, 96, 312-314, 316, 372-374, 376			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RL.4.3	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><b>TG U1:</b> 17-19, 22-24, 26-27, 52-54, 56-57, 62-64, 66-67, 82-83, 86-88</p> <p><b>TG U2:</b> 13-14, 16-17, 63-64, 66-67, 143-144, 146-147, 153-154, 156-158</p> <p><b>TG U3:</b> 92-93, 112-114, 116-117, 152-154, 156-158</p> <p><b>TG U4:</b> 12-13, 16-17, 72-74, 76-77, 102-104, 106-107, 112-114</p>			
	<b>Craft and Structure</b>				
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). <b>(See grade 4 Language standards 4–6 for additional expectations.) CA</b>	<p><b>TG U1:</b> 24, 54, 84, 114, 154, 174, 244, 274, 314, 324, 334, 344, 354, 374, 384</p> <p><b>TG U2:</b> 14, 24, 44, 64, 84, 114, 134, 144, 174, 184, 234, 244, 254</p> <p><b>TG U3:</b> 74, 94-96, 102-104, 106-107, 114, 124, 134-136, 142-144, 146-147, 154, 164, 255</p> <p><b>TG U4:</b> 14, 24, 34, 54, 64, 82, 84, 104, 114, 134, 144, 154, 164, 174, 184, 147</p>			
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<p><b>TG U1:</b> 224</p> <p><b>TG U2:</b> 224</p> <p><b>TG U3:</b> 133, 162-164, 214-216, 303</p> <p><b>TG U4:</b> 142, 152, 352, 372</p>			
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<p><b>TG U1:</b> 32-34</p> <p><b>TG U2:</b> 32-34, 74-76, 76-77, 176</p> <p><b>TG U3:</b> 176</p> <p><b>TG U4:</b> 144, 146, 326</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	<b>Integration of Knowledge and Ideas</b>				
RL.4.7	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.	<b>TG U2:</b> 177 <b>TG U3:</b> 177 <b>TG U4:</b> 24, 26-28			
RL.4.8	(Not applicable to literature)	Not applicable according to the California Common Core State Standards for English Language Arts			
RL.4.9	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.	<b>TG U1:</b> 182-184 <b>TG U2:</b> 172-173, 176-178			
	<b>Range of Reading and Level of Text Complexity</b>				
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>TG U1:</b> 15, 25, 35, 45, 115, 145, 165, 175, 185, 215, 235, 295, 305, 335-337, 355-357 <b>TG U2:</b> 24-25, 35, 45, 55, 65, 105, 115, 125, 145, 155, 165, 235, 255, 265, 325 <b>TG U3:</b> 15, 35, 55, 65, 75, 95, 115, 135, 145, 155, 195, 235, 275, 295 <b>TG U4:</b> 15, 25, 35, 55, 75, 85, 95, 115, 135, 145, 225, 245, 255, 275, 285			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	<b>INFORMATIONAL TEXT</b>				
	<b>Key Ideas and Details</b>				
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>TG U1:</b> 92-94, 96-97, 112-114, 116-117, 262-264, 266-268 <b>TG U2:</b> 302-303, 332-333, 336-337, 362-364, 366-368 <b>TG U3:</b> 12-13, 34-36, 36-37, 52-53, 212-213, 232-233, 236-237, 242-244 <b>TG U4:</b> 246-247, 252-253, 342-343, 352-354			
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>TG U1:</b> 122-124, 126-127, 142-144, 146-147, 342-344 <b>TG U2:</b> 272-274, 276-277, 322-324, 326-327, 342-344, 346-348 <b>TG U3:</b> 22-23, 162-164, 166-167, 232-233, 236-237, 242-243, 246-248 <b>TG U4:</b> 224-225, 227, 232-233, 236-237, 264, 266-267, 282, 284, 286-287, 364			
RI.4.3	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.	<b>TG U1:</b> 97, 127, 132, 222, 232, 242, 272-273, 274-275, 324-326, 326-328 <b>TG U2:</b> 282-284, 284-286, 286-287, 302-303, 322-323, 332-334, 336-338 <b>TG U3:</b> 32-34, 212-213, 274-276, 276-277, 322, 342-344, 346-348 <b>TG U4:</b> 344, 346-348			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	<b>Craft and Structure</b>				
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . <b>(See grade 4 Language standards 4–6 for additional expectations.) CA</b>	<b>TG U1:</b> 322, 94, 134, 174, 214, 224, 234, 254, 274, 314, 324, 334, 344, 364, 374, 384 <b>TG U2:</b> 274, 284, 294, 304, 314, 324, 334, 344, 354-355, 364-366, 366-368 <b>TG U3:</b> 14, 24, 34, 44, 54, 64, 134, 164, 234, 254, 264, 284, 294, 324, 354, 364 <b>TG U4:</b> 214, 224, 234, 244, 254, 264, 274, 284, 344, 354, 364, 384			
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<b>TG U1:</b> 102-104, 104-106, 106-107, 152-154, 154-156, 156-157, 222-224, 224-226, 226-227, 292-293, 294-296, 296-298 <b>TG U2:</b> 312-314 <b>TG U3:</b> 14-16, 42-44, 46-47, 174-176, 176-177, 262-264, 266-268			
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<b>TG U3:</b> 314-316, 316-317, 332-334			



Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	<b>Integration of Knowledge and Ideas</b>				
RI.4.7	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.	<b>TG U1:</b> 242-244, 244-246, 246-247, 274, 276, 282, 286-287, 292-294, 302-304, 326-327, 346-348 <b>TG U2:</b> 343-344, 346-348 <b>TG U3:</b> 22-24, 187-189, 222-224 <b>TG U4:</b> 253, 342-344			
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	<b>TG U1:</b> 96-97, 137-138, 164-166, 302-304 <b>TG U2:</b> 136-137, 352-354, 356-358 <b>TG U3:</b> 282-284 <b>TG U4:</b> 212-213, 222-223, 242-243, 262-263, 272-274			
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>TG U1:</b> 172-174, 372-374, 376-377, 382-384, 176-177 <b>TG U2:</b> 292-294 <b>TG U3:</b> 132-133, 182-184, 382-384 <b>TG U4:</b> 362-363, 382-384, 386-388			
	<b>Range of Reading and Level of Text Complexity</b>				
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>TG U1:</b> 45, 172-174, 174-176, 176-177, 285-286, 332-334, 345-347, 132-133, 272, 356-357, 362 <b>TG U2:</b> 275, 285, 335, 345, 355, 365 <b>TG U3:</b> 25, 45, 125, 175, 335, 345, 385 <b>TG U4:</b> 45, 235, 295			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	<b>FOUNDATIONAL SKILLS</b>				
	<b>Phonics and Word Recognition</b>				
RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. 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.	<b>TG U1:</b> FS2, FS3, FS4, FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13, FS14, FS15, FS16, FS20, FS21, FS22 <b>TG U2:</b> FS2, FS3, FS4, FS5, FS6, FS7, FS8, FS9, FS10, FS16, FS21, FS22, FS23 <b>TG U3:</b> FS5, FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13, FS14, FS15, FS16, FS23, FS24, FS25 <b>TG U4:</b> FS2, FS3, FS4, FS5, FS6, FS7, FS14, FS15, FS16, FS20, FS21, FS22, FS23, FS24, FS25			
	<b>Fluency</b>				
RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.	<b>TG U1:</b> 65, 85, 147, 275, 315, 325, 347, 365 <b>TG U2:</b> 125 <b>TG U3:</b> 35, 147 <b>TG U4:</b> 15, 47, 147, 187, 335			
RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>TG U1:</b> 17, 27, 67, 127, 157, 167, 187, 217, 247, 267, 287, 297, 317, 327, 357, 367, 377 <b>TG U2:</b> 27, 47, 67, 77, 87, 117, 127, 147, 157, 167, 177, 187, 227, 267, 277, 327 <b>TG U3:</b> 17, 67, 97, 117, 157, 177, 187, 217, 227, 267, 277, 297, 317, 347, 377 <b>TG U4:</b> 17, 27, 67, 87, 117, 127, 157, 167, 177, 227, 267, 297, 317, 347, 357, 377			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>TG U1:</b> 277 <b>TG U3:</b> 277, 317, FS3 <b>TG U4:</b> 97, 127			
	<b>WRITING</b>				
	<b>Text Types and Purposes</b>				
W.4.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.	<b>TG U2:</b> 218-220, 238-240, 338-340, 348-350 <b>TG U3:</b> 18-20, 38-40, 48-50, 58-60, 192-199 <b>TG U4:</b> 228-230, 238-240, 268-270, 308-310, 368-370			
W.4.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.	<b>TG U2:</b> 228-230, 248-250, 268-270, 278-280, 318-320 <b>TG U3:</b> 48-50, 68-70, 98-100, 118-120, 192-199 <b>TG U4:</b> 228-230, 238-240, 258-260, 278-280, 328-330, 368-370			
W.4.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i> ).	<b>TG U2:</b> 298-300, 358-360 <b>TG U3:</b> 68-70, 168-170, 192-194, 196 <b>TG U4:</b> 228-230, 298-300, 392-394, 396			
W.4.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.	<b>TG U2:</b> 368-370, 392-394, 396 <b>TG U3:</b> 148-150, 158-160, 192-194, 196 <b>TG U4:</b> 278-280, 288-290, 338-340, 368-370, 392, 396			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.4.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.	<b>TG U1:</b> 18-20, 28-30, 118-120, 218-220, 278-280 <b>TG U3:</b> 218-220, 228-230, 238-240, 348-350, 392-394, 396			
W.4.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>TG U1:</b> 48-50, 78-80, 88-90, 108-110, 268-270 <b>TG U3:</b> 268-270, 288-290, 328-330, 338-340, 348-350			
W.4.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i> ).	<b>TG U1:</b> 158-160, 238-240 <b>TG U3:</b> 308-310, 392-394, 396			
W.4.2d	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>TG U1:</b> 48-50, 98-100, 398-300, 318-320 <b>TG U3:</b> 218-220, 258-260, 298-300, 368-370, 392-394, 396			
W.4.2e	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented.	<b>TG U1:</b> 168-170, 148-150, 192, 196, 388-390, 392, 396 <b>TG U3:</b> 358-360, 392-394, 396			
W.4.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>TG U2:</b> 18-20, 58-60, 138-140, 158-160 <b>TG U4:</b> 18-20, 28-30, 128-130, 138-140, 192-194			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.4.3b	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	<b>TG U2:</b> 38-40, 58-60, 108-110, 192-194, 196 <b>TG U4:</b> 38-40, 68-70, 98-100, 192-194, 196			
W.4.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words and phrases to manage the sequence of events.	<b>TG U2:</b> 88-90, 158-160, 178-180 <b>TG U4:</b> 78-80, 120, 148-150, 192-194, 196			
W.4.3d	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>TG U2:</b> 68-70, 78-80, 98-100 <b>TG U4:</b> 48-50, 68-70			
W.4.3e	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.	<b>TG U2:</b> 128-130, 168-170 <b>TG U4:</b> 100, 120, 158-160, 192-194, 196			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	<b>Production and Distribution of Writing</b>				
W.4.4	Produce clear and coherent writing ( <b>including multiple-paragraph texts</b> ) 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.) <b>CA</b>	<b>TG U1:</b> 78-80, 148-150, 278-280, 358-360 <b>TG U2:</b> 18-20, 78-80, 148-150, 188-190, 238-240, 298-300 <b>TG U3:</b> 38-40, 118-120, 188-190, 248-250, 258-260, 268-270, 288-290, 298-300, 308-310, 338-340, 392-396 <b>TG U4:</b> 28-30, 58-60, 308-310, 388-390			
W.4.5	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.)	<b>TG U1:</b> 128-130, 178-180, 278-280, 328-330, 368-370 <b>TG U2:</b> 158-160, 178-180, 288-290, 318-320 <b>TG U3:</b> 158-160, 178-180, 188-190, 338-340, 378-380 <b>TG U4:</b> 18-20, 28-30, 138-140, 178-180, 358-360			
W.4.6	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 type a minimum of one page in a single sitting.	<b>TG U1:</b> 20, 50, 80, 120, 160, 180, 190, 240, 260, 290, 320-321, 340-341, 370-372, 378-380 <b>TG U2:</b> 30, 50, 70, 90, 110-111, 170-172, 188-190, 220, 240, 260, 300, 320, 340 <b>TG U3:</b> 40, 60, 80, 100, 140, 150, 190, 250, 280, 300, 330, 370, 380 <b>TG U4:</b> 20, 70, 110, 130, 150, 180, 190, 220, 240, 260, 280, 300, 320, 350, 380			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	<b>Research to Build and Present Knowledge</b>				
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>TG U1:</b> 128-130, 258-260, 277-279, 328-330, 392-394, 396-398 <b>TG U2:</b> 396-398 <b>TG U3:</b> 278-280, 288-290, 298-300 <b>TG U4:</b> 58-60, 258-260, 318-320			
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, <b>paraphrase</b> , and categorize information, and provide a list of sources. <b>CA</b>	<b>TG U1:</b> 258-260, 328-330, 392-396 <b>TG U2:</b> 248-250, 258-260, 278-280, 289, 329 <b>TG U3:</b> 238-240, 248-250, 288-290, 298-300, 318-320, 340 <b>TG U4:</b> 58-60, 238-240, 258-260, 278-280, 318-320			
W.4.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>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].”).</i>	<b>TG U2:</b> 48-50, 218-220, 278-280 <b>TG U3:</b> 98-100, 118-120 <b>TG U4:</b> 28-30, 48-50, 68-70, 148-150			
W.4.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>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”).</i>	<b>TG U1:</b> 18-20, 48-50, 98-100, 128-130, 138-140, 158-160, 168-170, 178-180, 218-220, 248-250, 268-270, 278-280, 288-290, 318-320, 348-350, 358-360, 368-370, 388-390 <b>TG U2:</b> 218-220, 238-240, 298-300, 308-310, 318-320, 348-350			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	<b>Range of Writing</b>				
W.4.10	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.	<b>TG U1:</b> 30, 60, 100, 120, 140, 170, 190, 240, 270, 300, 320, 330, 350, 370, 390 <b>TG U2:</b> 20, 40, 50, 80, 90, 110, 130, 150, 180, 192, 290, 310, 340, 360, 380, 392 <b>TG U3:</b> 40, 60, 90, 110, 130, 160, 190, 192, 360, 290, 300, 330, 350, 392 <b>TG U4:</b> 30, 60, 70, 90, 140, 170, 192, 230, 250, 280, 320, 340, 370, 392			
	<b>SPEAKING AND LISTENING</b>				
	<b>Comprehension and Collaboration</b>				
SL.4.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly.  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.	<b>TG U1:</b> 42, 72, 102, 122, 152, 252, 262, 342, 352, 372 <b>TG U2:</b> 12, 32, 52, 62, 82, 112, 142, 162, 212, 262, 302, 332 <b>TG U3:</b> 12, 52, 82, 122, 132, 222, 232, 262, 332, 352 <b>TG U4:</b> 42, 52, 72, 92, 122, 172, 222, 252, 282, 322, 362			
SL.4.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly.  Follow agreed-upon rules for discussions and carry out assigned roles.	<b>TG U1:</b> 22, 42, 72, 92, 102, 112, 152, 162, 182, 198, 252, 262, 312, 322, 352, 398 <b>TG U2:</b> 12, 32, 52, 72, 82, 112, 132, 222, 272, 302, 320, 322 <b>TG U3:</b> 12, 42, 52, 82, 122, 162, 222, 232, 252, 262, 282, 290, 352 <b>TG U4:</b> 42, 52, 62, 82, 92, 152, 172, 182, 242, 272, 292, 302, 312, 332			



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			Y	N	
SL.4.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.  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.	<b>TG U1:</b> 42, 152, 190, 320, 362 <b>TG U2:</b> 54, 90, 112, 162, 182, 214, 342, 352 <b>TG U3:</b> 54, 84, 172, 214, 300, 332, 352 <b>TG U4:</b> 64, 114, 144, 224, 260, 264, 290, 292			
SL.4.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<b>TG U1:</b> 112, 122, 182, 352 <b>TG U2:</b> 292, 362 <b>TG U3:</b> 54, 214, 264, 362 <b>TG U4:</b> 114, 144, 224, 254, 312, 332			
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>TG U1:</b> 216, 260-262 <b>TG U2:</b> 260-262 <b>TG U3:</b> 239-240, 249, 289, 299, 309, 384 <b>TG U4:</b> 229, 239, 369			
SL.4.3	Identify the reasons and evidence a speaker or <b>media source</b> provides to support particular points. <b>CA</b>	<b>TG U2:</b> 220, 250, 270, 280, 300, 310, 320, 330 <b>TG U3:</b> 20, 50, 70, 80, 90, 100, 120 <b>TG U4:</b> 220, 250, 260, 270, 280, 330, 350, 360, 370			

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			Y	N	
	<b>Presentation of Knowledge and Ideas</b>				
SL.4.4a	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.  <b>Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA</b>	<b>TG U1:</b> 188-190, 310, 330 <b>TG U2:</b> 18-20, 28-30, 88-90, 128-130, 138-140, 158-160, 168-170, 188-190 <b>TG U3:</b> 388-390 <b>TG U4:</b> 18-20, 58-60, 68-70, 78-80, 128-130, 158-160, 168-170, 258-260, 298-300			
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<b>TG U1:</b> 188, 195-196, 222-224, 72 <b>TG U2:</b> 188-190, 194, 394-396 <b>TG U3:</b> 188-190, 194, 394 <b>TG U4:</b> 188-190, 194, 250, 394			
SL.4.6	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.)	<b>TG U1:</b> 69-70, 367-368, 382-384, 384-386			

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			Y	N	
	<b>LANGUAGE</b>				
	<b>Conventions of Standard English</b>				
L.4.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use <b>interrogative</b> , relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ). <b>CA</b>	<b>TG U1:</b> 40-41, 60-61 <b>TG U2:</b> 120-121 <b>TG U4:</b> 40-41, 150-151, 220-221, 240-241, 260-261			
L.4.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.	<b>TG U1:</b> 90-91, 350-351 <b>TG U2:</b> 140-141, 160-161, 350-351 <b>TG U3:</b> 20-21, 140-141, 300-301, 370-371 <b>TG U4:</b> 90-91, 250-251, 320-321			
L.4.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.	<b>TG U1:</b> 100-101, 150-151, 320-321, 360-361 <b>TG U3:</b> 30-31, 90-91, 260-261, 320-321 <b>TG U4:</b> 110-111, 300-301, 330-331			
L.4.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i> ).	<b>TG U1:</b> 80-81 <b>TG U2:</b> 30-31 <b>TG U3:</b> 60-61, 110-111, 130-131, 340-341 <b>TG U4:</b> 20-21, 340-341, 350-351			
L.4.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use prepositional phrases.	<b>TG U1:</b> 130-131, 330-331 <b>TG U2:</b> 110-111 <b>TG U3:</b> 70-71, 150-151, 350-351, 360-361 <b>TG U4:</b> 80-81, 290-291, 390-391			

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			Y	N	
L.4.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	<b>TG U1:</b> 110-111, 120-121, 140-141, 220-221, 230-231, 240-241, 280-281, 290-291, 300-301, 310-311 <b>TG U2:</b> 60-61, 70-71, 80-81, 100-101, 300-301, 320-321 <b>TG U3:</b> 220-221, 280-281, 290-291 <b>TG U4:</b> 130-131			
L.4.1g	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).*	<b>TG U1:</b> 190-191, 370-371, 390-391 <b>TG U2:</b> 150-151 <b>TG U3:</b> 100-101, 160-161			
L.4.1h	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Write fluidly and legibly in cursive or joined italics. CA</b>	<b>TG U1:</b> 20-21, 30-31, 50-51, 70-71, 260-261, 270-271, 340-341 <b>TG U2:</b> 30-31, 60-61, 90-91, 130-131, 270-271, 250-251, 300-301 <b>TG U3:</b> 20-21, 40-41, 60-61, 90-91, 130-131, 160-161, 170-171, 190-191, 230-231, 240-241, 250-251 <b>TG U4:</b> 40-41, 50-51, 60-61, 70-71, 100-101, 150-151, 240-241, 290-291, 350-351			
L.4.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.	<b>TG U1:</b> 160-161 <b>TG U2:</b> 190-191, 220-221, 230-231, 240-241 <b>TG U3:</b> 50-51			

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L.4.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text.	<b>TG U1:</b> 170-171, 180-181 <b>TG U2:</b> 40-41, 50-51, 170-171, 260-261, 280-281, 290-291 <b>TG U3:</b> 80-81, 270-271, 390-391 <b>TG U4:</b> 40-41, 120-121, 230-231, 280-281, 360-361			
L.4.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence.	<b>TG U1:</b> 230-231, 290-291, 300-301 <b>TG U2:</b> 90-91, 300-301, 310-311, 320-321, 330-331, 340-341, 360-361 <b>TG U3:</b> 120-121, 180-181, 190-191, 330-331, 380-381 <b>TG U4:</b> 140-141, 180-181, 270-271, 380-381			
L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.	<b>TG U1:</b> 190-191, 370-371, 380-381, 390-391 <b>TG U2:</b> 180-181, 370-371, 380-381, 390-391 <b>TG U3:</b> 310-311 <b>TG U4:</b> 190-191, 310-311			
	<b>Knowledge of Language</b>				
L.4.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.*	<b>TG U1:</b> 48-50, 98-100, 138-140, 298-300, 318-320 <b>TG U2:</b> 68-70, 98-100, 148-150 <b>TG U3:</b> 258-260, 368-370 <b>TG U4:</b> 48-50, 68-70			
L.4.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect.*	<b>TG U4:</b> 38-40, 361			

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L.4.3c	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<b>TG U1:</b> 382, 384, 385, 386, 387 <b>TG U2:</b> 183 <b>TG U4:</b> 398			
<b>Vocabulary Acquisitions and Use</b>					
L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<b>TG U1:</b> 43, 44, 45, 46, 47, 313-314, 316, 319, 337 <b>TG U2:</b> 96, 125, 127, 223, 254, FS11, FS12, FS13 <b>TG U3:</b> 64, 65, 66, 144, 145, 146, 147, 153, 253, 254, 255, 256, 257, FS2, FS3, FS4 <b>TG U4:</b> 154, 155, 156, 225, 235, 323, FS11, FS12, FS13			
L.4.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> ).	<b>TG U1:</b> FS8, FS9, FS10, FS14, FS15, FS16, FS20, FS21, FS22 <b>TG U2:</b> FS2, FS3, FS4, FS15, FS20, FS21, FS22, FS23, FS24, FS25 <b>TG U3:</b> FS5, FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13, FS14, FS15, FS16, FS23, FS24, FS25 <b>TG U4:</b> FS5, FS6, FS7, FS14, FS15, FS16, FS23, FS24, FS25			

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L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. 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 <b>and to identify alternate word choices in all content areas. CA</b>	<b>TG U1:</b> 49, 99, 108, 269, 319, FS17, FS18, FS24, FS25 <b>TG U2:</b> 69, 180-181, 224, 225, 226, FS12, FS13, FS18, FS19, FS21, FS23 <b>TG U3:</b> 131, 259, 369, 370, FS3, FS4, FS11, FS12, FS13 <b>TG U4:</b> FS2, FS11, FS12, FS13, FS14, FS18, FS20, FS21, FS22, FS23, FS24			
L.4.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.	<b>TG U2:</b> 114, 115, 116, 117 <b>TG U3:</b> 54, 55, 56, 57, 84, 85, 86, 87, 134 <b>TG U4:</b> 84, 85, 86, 87			
L.4.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.	<b>TG U1:</b> 63, 83, 153, 213, 233, 273, 283, 303, 333 <b>TG U2:</b> 87, 94, 95, 96, 97, 103, 123, 143, 283, 313, 343 <b>TG U3:</b> 73, 103, 263, 283, 303 <b>TG U4:</b> 13, 33, 53, 83, 93, 323, 373			
L.4.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<b>TG U1:</b> FS17, FS18, FS19 <b>TG U2:</b> 224, 226, 227 <b>TG U3:</b> FS17, FS18, FS19 <b>TG U4:</b> 254, 255, 256, 257			

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			Y	N	
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	<p><b>TG U1:</b> 24, 44, 64, 76, 114, 124, 154, 184, 224, 254, 274, 294, 314, 334, 344</p> <p><b>TG U2:</b> 54, 64, 84, 114, 134, 154, 174, 224, 264, 284, 294, 304, 324, 344, 364</p> <p><b>TG U3:</b> 24, 74, 104, 134, 174, 214, 234, 254, 264, 274, 334, 354, 364, 374, 384</p> <p><b>TG U4:</b> 14, 34, 54, 64, 84, 94, 134, 144, 154, 174, 214, 224, 234, 264, 354</p>			
<b>Appendix</b>					