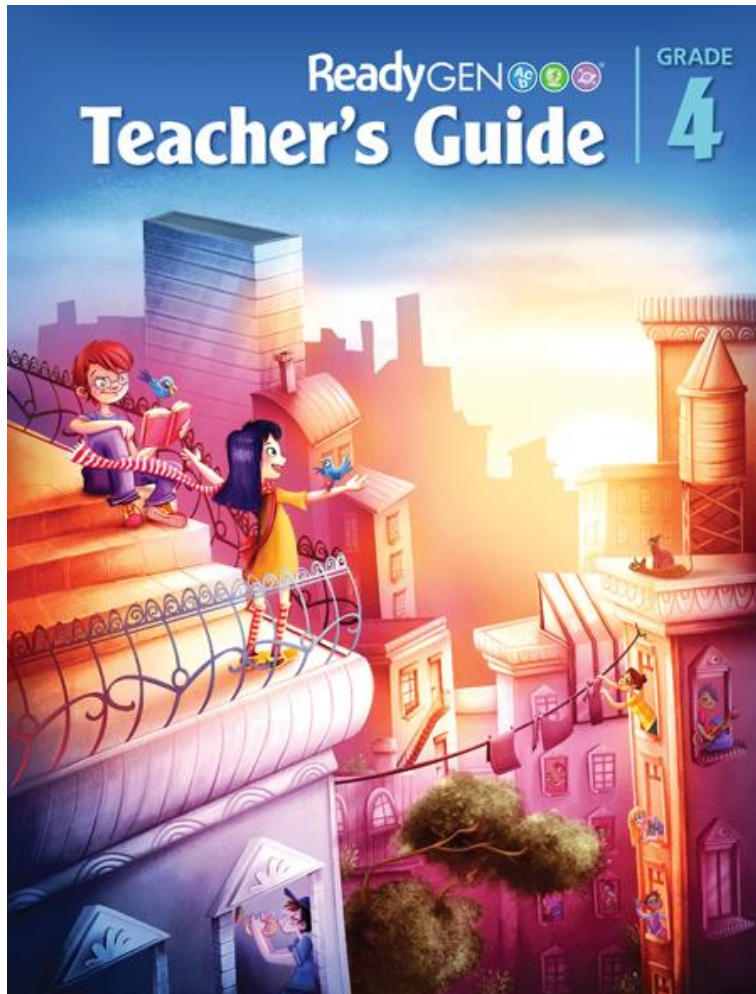


## A Correlation of



**Grade 4**

**To the**

**Colorado Academic Standards  
Reading, Writing, and Communicating**

# A Correlation of ReadyGEN Grade 4 to the Colorado Academic Standards for Reading, Writing, and Communicating (2020)

## Introduction

This document demonstrates how **ReadyGEN** meets the *Colorado Academic Standards in Reading, Writing, and Communicating (2020)*. Correlation page references are to the Unit Module Teacher's Guides and are cited by grade, unit and page references.

**ReadyGEN** Grade 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 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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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	ReadyGEN Grade 4
<b>Reading, Writing, and Communicating</b>	
<b>Standard 1. Oral Expression and Listening</b>	
1. Pose thoughtful questions after actively listening to others.	
Evidence Outcomes - Students Can:	
<ul style="list-style-type: none"> <li>a. 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. (CCSS: SL.4.1)</li> <li>i. 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. (CCSS: SL.4.1a)</li> <li>ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)</li> <li>iii. 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. (CCSS: SL.4.1c)</li> <li>iv. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)</li> </ul>	<p><b>TG U1:</b> 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 142, 143, 144, 152, 153, 154, 162, 163, 164, 172, 173, 174, 182, 183, 184, 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284, 292, 293, 294, 302, 303, 304, 312, 313, 314</p> <p><b>TG U2:</b> 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 142, 143, 144, 152, 153, 154, 162, 163, 164, 172, 173, 174, 182, 183, 184, 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284, 292, 293, 294, 302, 303, 304, 312, 313, 314</p> <p><b>TG U3:</b> 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 142, 143, 144, 152, 153, 154, 162, 163, 164, 172, 173, 174, 182, 183, 184, 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284, 292, 293, 294, 302, 303, 304, 312, 313, 314</p> <p><b>TG U4:</b> 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 142, 143, 144, 152, 153, 154, 162, 163, 164, 172, 173, 174, 182, 183, 184, 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284, 292, 293, 294, 302, 303, 304, 312, 313, 314</p>

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<b>Colorado Academic Standards for Reading, Writing, and Communicating (2020)</b>	<b>ReadyGEN Grade 4</b>
<p>b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)</p>	<p><b>TG U1:</b> 216  <b>TG U3:</b> 24, 25, 26, 27, 162, 163, 164, 165, 166, 167, 222, 223, 224, 225, 226, 227, 242, 243, 244, 245, 246, 247  <b>TG U4:</b> 223, 227, 229, 253, 263, 297</p>
<p>c. Identify the reasons and evidence a speaker provides to support particular points. (CCSS: SL.4.3)</p>	<p><b>TG U2:</b> 230, 250, 270, 280, 300, 310, 320, 330  <b>TG U3:</b> 112, 113, 140, 150, 230, 270, 282, 283, 290  <b>TG U4:</b> 30, 60, 90, 120, 130, 182, 183, 322, 323</p>
<p>2. Create a plan to effectively present information both informally and formally.</p>	
<p>Evidence Outcomes - Students Can:</p>	
<p>a. 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. (CCSS: SL.4.4)</p>	<p><b>TG U1:</b> 20, 30, 40, 50, 80, 100, 130, 198, 270, 280, 290, 300, 310, 320, 330, 360, 380, 398  <b>TG U2:</b> 20, 30, 60, 130, 140, 150, 198  <b>TG U3:</b> 240, 250, 260, 270, 280, 290, 300, 320, 330, 340, 350, 360, 390, 398  <b>TG U4:</b> 20, 40, 70, 90, 110, 120, 130, 190, 198</p>
<p>b. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.4.5)</p>	<p><b>TG U1:</b> 194, 222, 380  <b>TG U2:</b> 188, 189, 190, 194, 198, 388, 389, 390  <b>TG U3:</b> 188, 189, 190, 194, 198, 280, 300, 394, 398  <b>TG U4:</b> 194, 198, 390, 394, 398</p>
<p>c. Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where informal discourse is appropriate (for example: small-group discussion); use formal English when appropriate to task and situation. (CCSS: SL.4.6)</p>	<p><b>TG U1:</b> 384, 386  <b>TG U4:</b> 398</p>

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<b>Colorado Academic Standards for Reading, Writing, and Communicating (2020)</b>	<b>ReadyGEN Grade 4</b>
<b>Standard 2. Reading for All Purposes</b>	
1. Apply strategies to comprehend and interpret literary texts.	
Evidence Outcomes - Students Can:	
<ul style="list-style-type: none"> <li>a. Use Key Ideas and Details to:               <ul style="list-style-type: none"> <li>i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)</li> <li>ii. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)</li> <li>iii. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (CCSS: RL.4.3)</li> <li>iv. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved).</li> </ul> </li> </ul>	<p><b>TG U1:</b> 12, 13, 16, 17, 23, 24, 26, 27, 33, 34, 43, 52, 53, 54, 56, 57, 63, 64, 66, 67, 73, 83, 163, 167, 173, 183</p> <p><b>TG U2:</b> 12, 13, 14, 15, 16, 17, 23, 33, 42, 43, 46, 47, 52, 53, 55, 56, 57, 62, 63, 66, 72, 73, 82, 83, 84, 85, 86, 87, 92, 93, 103, 113, 122, 123, 133, 139, 143, 153, 156, 162, 163, 164, 165, 166, 167, 173, 183, 212, 213, 214, 215, 216, 217, 222, 223, 243, 253, 263, 332, 363, 372, 373, 374, 376, 377, 383</p> <p><b>TG U3:</b> 15, 72, 73, 74, 75, 76, 77, 82, 83, 92, 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 112, 113, 173, 182, 183, 292, 293, 302, 303, 304, 305, 306, 164, 166, 307, 312, 313, 374, 375, 376, 377, TR49</p> <p><b>TG U4:</b> 12, 13, 14, 16, 17, 22, 23, 27, 32, 33, 34, 36, 37, 42, 43, 44, 52, 53, 54, 56, 57, 63, 72, 73, 83, 92, 93, 94, 95, 96, 97, 98, 103, 113, 123, 133, 136, 137, 143, 152, 153, 163, 165, 166, 167, 172, 173, 182, 183, 184, 186, 187, 292, 293, 294, 295, 296, 297, 303, 312, 313, 314, 315, 316, 317, 323, 324, 333, 372, 373, 374, 375, 383</p>

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<b>Colorado Academic Standards for Reading, Writing, and Communicating (2020)</b>	<b>ReadyGEN Grade 4</b>
<p>b. Use Craft and Structure to:</p> <p>i. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (for example: Herculean). (CCSS: RL.4.4)</p> <p>ii. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (for example: verse, rhythm, meter) and drama (for example, casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (CCSS: RL.4.5)</p> <p>iii. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)</p>	<p><b>TG U1:</b> 13, 14, 23, 24, 32, 33, 34, 35, 43, 44, 53, 54, 63, 64, 73, 74, 77, 83, 84, 174, 184, 222, 242, 262</p> <p><b>TG U2:</b> 13, 14, 23, 24, 32, 33, 34, 35, 39, 43, 44, 45, 53, 54, 63, 64, 73, 74, 83, 84, 93, 174, 176, 182, 184, 213, 214, 223, 224, 233, 234, 243, 244, 253, 254, 263</p> <p><b>TG U3:</b> 72, 83, 84, 92, 94, 95, 96, 97, 103, 104, 105, 106, 107, 112, 113, 114, 115, 116, 117, 122, 123, 124, 125, 126, 127, 134, 142, 143, 144, 145, 146, 147, 152, 153, 212, 282, 294, 313, 383</p> <p><b>TG U4:</b> 13, 14, 23, 33, 34, 43, 44, 53, 63, 64, 73, 74, 83, 84, 86, 87, 93, 142, 144, 145, 146, 147, 272, 303, 313, 323, 324, 326, 327, 333, 342, 352, 373, 374, 383, 384</p>
<p>c. Use Integration of Knowledge and Ideas to:</p> <p>i. 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. (CCSS: RL.4.7)</p> <p>ii. Compare and contrast the treatment of similar themes and topics (for example: opposition of good and evil) and patterns of events (for example: the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9)</p>	<p><b>TG U2:</b> 172, 173, 175, 176, 177, 183, 184, 186, 187, 313, 372, 373, 374, 375, 377, 382, 383, 387</p> <p><b>TG U3:</b> 132, 133, 162, 167, 172, 173, 174, 177, 182, 183, 184, 185, 186, 314, 316, 317, 372, 373, 382, 383, 384, 385, 386, 387</p> <p><b>TG U4:</b> 24, 25, 26, 27, 174, 176, 177, 372, 382, 383, 384, 385, 386, 387</p>

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<b>Colorado Academic Standards for Reading, Writing, and Communicating (2020)</b>	<b>ReadyGEN Grade 4</b>
<p>d. Use Range of Reading and Complexity of Text to:</p> <p>i. 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. (CCSS: RL.4.10)</p> <p>ii. Read familiar texts orally with fluency, accuracy, and prosody (expression)</p>	<p><b>TG U1:</b> 15, 25, 35, 45, 55, 65, 75, 85, 175, 185, 222, 242, 262</p> <p><b>TG U2:</b> 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><b>TG U3:</b> 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 295, 305, 315, 375, 385</p> <p><b>TG U4:</b> 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>
<p>2. Apply strategies to comprehend and interpret informational texts.</p>	
<p>Evidence Outcomes - Students Can:</p>	
<p>a. Use Key Ideas and Details to:</p> <p>i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)</p> <p>ii. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)</p> <p>iii. 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. (CCSS: RI.4.3)</p>	<p><b>TG U1:</b> 93, 103, 113, 122, 123, 124, 125, 126, 127, 142, 132, 133, 136, 137, 143, 144, 146, 147, 153, 163, 173, 183, 213, 212, 213, 214, 215, 216, 217, 222, 223, 232, 233, 236, 237, 242, 243, 253, 262, 263, 272, 273, 274, 275, 282, 283, 292, 293, 303, 313, 323, 324, 325, 326, 327, 333, 336</p> <p><b>TG U2:</b> 136, 137, 272, 273, 274, 275, 276, 277, 282, 283, 286, 287, 292, 293, 302, 303, 304, 305, 306, 307, 312, 313, 322, 323, 324, 325, 326, 327, 332, 333, 334, 335, 336, 337, 342, 343, 344, 345, 346, 347, 352, 353, 356, 357, 362, 363, 382, 383, 384</p> <p><b>TG U3:</b> 13, 14, 15, 16, 17, 22, 23, 24, 32, 33, 34, 35, 36, 37, 42, 43, 53, 62, 63, 132, 133, 162, 163, 164, 165, 166, 167, 172, 212, 213, 222, 223, 232, 233, 242, 243, 244, 246, 247, 272, 273, 274, 276, 277, 322, 323, 324, 325, 326, 327, 342, 343, 352, 353, 362, 363, 372, 373, 374, 376, 377, 382, 383</p> <p><b>TG U4:</b> 212, 213, 214, 215, 216, 217, 222, 223, 224, 225, 226, 227, 232, 233, 236, 237, 242, 243, 244, 245, 246, 247, 252, 253, 262, 263, 264, 265, 266, 267, 272, 273, 282, 283, 284, 286, 287, 336, 337, 342, 343, 344, 345, 346, 347, 352, 353</p>



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<b>Colorado Academic Standards for Reading, Writing, and Communicating (2020)</b>	<b>ReadyGEN Grade 4</b>
<p>b. Use Craft and Structure to:</p> <p>i. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)</p> <p>ii. Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)</p> <p>iii. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)</p>	<p><b>TG U1:</b> 93, 94, 103, 104, 105, 106, 107, 113, 114, 123, 124, 133, 134, 135, 143, 144, 153, 154, 155, 156, 157, 223, 225, 226, 227, 264, 265, 266, 267, 283, 284, 285, 286, 287, 293, 316, 317, 323, 324, 333, 334, 335, 343, 344, 352, 353, 354, 363, 364, 365, 366, 367</p> <p><b>TG U2:</b> 273, 274, 283, 284, 294, 295, 296, 303, 304, 312, 313, 314, 315, 316, 317, 323, 324, 334, 343, 344, 353, 354, 363, 364, 366, 384</p> <p><b>TG U3:</b> 13, 14, 15, 16, 17, 23, 24, 33, 34, 37, 43, 44, 45, 46, 47, 53, 54, 62, 63, 64, 65, 66, 67, 134, 172, 173, 174, 176, 177, 253, 254, 255, 256, 257, 262, 263, 264, 265, 266, 267, 273, 274, 283, 284, 312, 313, 314, 315, 316, 317, 322, 323, 324, 342, 352, 353, 354, 355</p> <p><b>TG U4:</b> 213, 214, 223, 224, 233, 234, 235, 243, 244, 253, 254, 257, 263, 264, 273, 274, 283, 284, 332, 333, 334, 344, 354, 362, 363, 364, 383, 384</p>
<p>c. Use Integration of Knowledge and Ideas to:</p> <p>i. Interpret information presented visually, orally, or quantitatively (for example: 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. (CCSS: RI.4.7)</p> <p>ii. Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)</p> <p>iii. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)</p>	<p><b>TG U1:</b> 96, 97, 164, 165, 166, 167, 172, 173, 174, 175, 176, 177, 242, 243, 244, 245, 246, 247, 274, 282, 283, 286, 287, 292, 293, 295, 296, 297, 302, 303, 305, 322, 323, 332, 333, 372, 373, 374, 376, 377, 382, 383</p> <p><b>TG U2:</b> 292, 293, 323, 333, 343, 346, 347, 352, 353, 356, 357, 363, 372, 373, 376, 382, 383</p> <p><b>TG U3:</b> 13, 16, 17, 23, 24, 25, 26, 27, 33, 36, 43, 132, 133, 136, 163, 167, 182, 183, 184, 185, 186, 187, 222, 223, 224, 225, 226, 227, 233, 243, 262, 263, 282, 283, 312, 313, 314, 317, 322, 323, 362, 363, 364, 366, 367, 372, 373, 382, 383, 384, 385, 386, 387</p> <p><b>TG U4:</b> 212, 213, 214, 222, 223, 224, 225, 232, 233, 242, 243, 253, 262, 263, 264, 265, 267, 272, 273, 282, 283, 286, 343, 362, 363, 364, 365, 382, 383, 384, 385, 386, 387</p>

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<b>Colorado Academic Standards for Reading, Writing, and Communicating (2020)</b>	<b>ReadyGEN Grade 4</b>
<p>d. Use Range of Reading and Complexity of Text to:</p> <p>i. 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. (CCSS: RI.4.10)</p>	<p><b>TG U1:</b> 172, 173, 174, 175, 176, 177, 322, 323, 372, 373, 374, 376, 377, 382, 383</p> <p><b>TG U2:</b> 292, 293, 372, 373, 376, 382, 383</p> <p><b>TG U3:</b> 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><b>TG U4:</b> 362, 363, 364, 365, 382, 383, 384, 385, 386, 387</p>
<p>3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.</p>	
<p>Evidence Outcomes - Students Can:</p>	
<p>a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.3)</p> <p>i. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.4.3a)</p>	<p><b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 372, 382, FS2–FS16, FS20–FS25</p> <p><b>TG U2:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 212, 222, 232, 382, 392, FS2–FS4, FS5–FS7, FS8–FS10, FS14–FS25</p> <p><b>TG U3:</b> 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 253, 362, 372, 382, FS2–FS4, FS5–FS16, FS11–FS16, FS17–FS22, FS23–FS25</p> <p><b>TG U4:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, 353, 362, 372, 382, FS2–FS7, FS14–FS16, FS20–FS25</p>

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<b>Colorado Academic Standards for Reading, Writing, and Communicating (2020)</b>	<b>ReadyGEN Grade 4</b>
<p>b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)</p> <p>i. Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)</p> <p>ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.4.4b)</p> <p>iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)</p>	<p><b>TG U1:</b> 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, FS4, FS7, FS10, FS13, FS16, FS19, FS22, FS25</p> <p><b>TG U2:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 125, 132, 142, 152, 162, 172, 182, 212, 222, 225, 232, 242, 252, 262, 272, 282, 292, 295, 302, 312, 317</p> <p><b>TG U3:</b> 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, 277, 282, 292, 302, 312, 317, FS2–FS4, FS17–FS19</p> <p><b>TG U4:</b> 12, 22, 32, 42, 47, 52, 62, 67, 72, 82, 92, 97, 102, 112, 122, 127, 132, 142, 152, 162, 167, 172, 182, 187, 212, 217, 222, 232, 242, 252, 262, 272, 277, 282, 292, 347, 387</p>

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<b>Colorado Academic Standards for Reading, Writing, and Communicating (2020)</b>	<b>ReadyGEN Grade 4</b>
<p>c. 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. (CCSS: L.4.4)</p> <p>i. Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)</p> <p>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (for example: telegraph, photograph, autograph. (CCSS: L.4.4b)</p> <p>iii. Read and understand words with common prefixes (for example: un, re, dis and derivational suffixes (for example: -ful, -ly, -ness.</p> <p>iv. Read and understand words that change spelling to show past tense (for example: write/ wrote, catch/caught, teach/taught)</p> <p>v. Read multisyllabic words with and without inflectional and derivational suffixes.</p> <p>vi. Infer meaning of words using explanations offered within a text.</p> <p>vii. Consult reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.4.4c)</p>	<p><b>TG U1:</b> 13, 14, 23, 24, 33, 34, 43, 44, 45, 46, 47, 51, 53, 54, 63, 64, 73, 74, 83, 84, 93, 94, 103, 104, 112, 113, 114, 116, 117, 123, 124, 133, 143, 153, 163, 213, 223, 233, 237, 253, 263, 273, 293, 294, 303, 304, 305, 306, 307, 314, 324, 333, 334, 343, 344, 353, 354, 363, 364, 374, 381, 384, FS8–FS10, FS14–FS16, FS17, FS18, FS20–FS25</p> <p><b>TG U2:</b> 12, 13, 22, 23, 32, 33, 42, 43, 52, 53, 73, 93, 102, 103, 113, 123, 133, 143, 153, 162, 172, 180, 181, 182, 212, 213, 222, 223, 224, 232, 233, 242, 243, 244, 246, 247, 252, 253, 263, 269, 273, 283, 293, 303, 312, 313, 322, 323, 332, 342, 343, 352, 353, 371, 381, 390, 391, FS2–FS4, FS11–FS13, FS14–FS16, FS18, FS19, FS20–FS22, FS23</p> <p><b>TG U3:</b> 13, 23, 33, 43, 53, 62, 63, 64, 72, 73, 82, 83, 92, 102, 103, 112, 122, 132, 142, 143, 144, 145, 146, 147, 152, 153, 162, 163, 172, 173, 182, 183, 212, 213, 222, 223, 232, 233, 242, 243, 252, 253, 254, 255, 256, 257, 263, 273, 283, 292, 303, 311, 312, 322, 323, 333, 343, 352, 353, 362, 370, 372, 373, 382, 383, 392, FS2, FS3, FS5–FS16, FS11–FS22, FS23–FS25</p> <p><b>TG U4:</b> 13, 23, 33, 43, 53, 73, 93, 103, 113, 123, 133, 143, 153, 154, 155, 156, 157, 163, 173, 183, 212, 213, 222, 223, 232, 233, 234, 242, 243, 252, 253, 262, 263, 272, 273, 283, 292, 293, 294, 302, 303, 304, 312, 322, 323, 352, 362, 372, 382, 383, FS5–FS7, FS12, FS14–FS16, FS23–FS25</p>

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<p>d. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)</p> <p>i. Explain the meaning of simple similes and metaphors (for example, as pretty as a picture in context. (CCSS: L.4.5a)</p> <p>ii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)</p> <p>iii. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS: L.4.5c)</p>	<p><b>TG U1:</b> 96, 103, 334, 335, FS17-FS19</p> <p><b>TG U2:</b> 33, 53, 63, 97, 112, 113, 114, 115, 116, 117, 118, 119, 124, 126, 127, 224, 226, 227, 233, 254, 255, 256, 257, 263</p> <p><b>TG U3:</b> 53, 54, 56, 57, 82, 83, 84, 85, 86, 87, 113, 124, 126, 127, 134, 135, 262, 272, 273, 282, 283, 292, 302, 297, 303,</p> <p><b>TG U4:</b> 53, 63, 73, 83 FS17-FS19, 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>
<p>e. 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 (for example: quizzed, whined, stammered) and that are basic to a particular topic (for example: wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6)</p>	<p><b>TG U1:</b> 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><b>TG U2:</b> 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><b>TG U3:</b> 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><b>TG U4:</b> 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>
<b>Standard 3. Writing and Composition</b>	
<p>1. Write opinion pieces on topics or texts supporting a point of view with reasons and information. (CCSS: W.4.1)</p>	
<p>Evidence Outcomes - Students Can:</p>	
<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. (CCSS: W.4.1a)</p>	<p><b>TG U2:</b> 218, 219, 220, 238, 239, 240, 248, 249, 250, 280, 338, 339, 340, 350</p> <p><b>TG U3:</b> 18, 19, 20, 48, 49, 50, 58, 59, 60, 88, 89, 90, 128, 129, 130, 192, 193, 194, 195, 196</p> <p><b>TG U4:</b> 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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<p>b. Provide reasons that are supported by facts and details. (CCSS: W.4.1b)</p>	<p><b>TG U1:</b> 37  <b>TG U2:</b> 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  <b>TG U3:</b> 18, 19, 20, 28, 29, 30, 38, 39, 40, 68, 69, 70, 98, 99, 100, 108, 109, 110, 118, 119, 120, 192, 193, 194  <b>TG U4:</b> 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>
<p>c. Link opinion and reasons using words and phrases (for example: for instance, in order to, in addition). (CCSS: W.4.1c)</p>	<p><b>TG U2:</b> 298, 299, 300, 358, 359, 360  <b>TG U3:</b> 68, 69, 70, 168, 169, 170, 192, 196  <b>TG U4:</b> 228, 230, 298, 299, 300, 368, 369, 370, 392</p>
<p>d. Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)</p>	<p><b>TG U2:</b> 368, 369, 370, 392, 396  <b>TG U3:</b> 100, 128, 148, 149, 150, 158, 159, 160, 192, 196  <b>TG U4:</b> 279, 280, 288, 289, 290, 338, 339, 340, 369, 370, 392</p>
<p>2. Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.</p>	
<p>Evidence Outcomes - Students Can:</p>	
<p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)</p>	<p><b>TG U1:</b> 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  <b>TG U3:</b> 218, 219, 220, 228, 229, 230, 238, 239, 240, 268, 269, 270, 348, 349, 350, 392</p>
<p>b. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).</p>	<p><b>TG U1:</b> 49, 50, 79, 80, 139, 140, 269, 270  <b>TG U3:</b> 219, 220, 229, 230, 239, 240, 249, 250, 269, 270, 279, 280, 289, 290, 319, 320, 328, 329</p>
<p>c. Organize relevant ideas and details to convey a central idea or prove a point.</p>	<p><b>TG U1:</b> 49, 50, 79, 80, 139, 140, 269, 270  <b>TG U3:</b> 219, 220, 229, 230, 239, 240, 249, 250, 269, 270, 279, 280, 289, 290, 319, 320, 328, 329</p>

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<b>Colorado Academic Standards for Reading, Writing, and Communicating (2020)</b>	<b>ReadyGEN Grade 4</b>
d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)	<b>TG U1:</b> 48, 49, 50, 78, 79, 80, 138, 139, 140, 268, 269, 270 <b>TG U3:</b> 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
e. Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (CCSS: W.4.2c)	<b>TG U1:</b> 158, 159, 160, 238, 239, 240 <b>TG U3:</b> 308, 309, 310, 392, 394, 396
f. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)	<b>TG U1:</b> 98, 99, 100, 298, 299, 300, 318, 319, 320 <b>TG U3:</b> 218, 219, 220, 228, 229, 230, 238, 239, 240, 258, 259, 260, 298, 299, 300, 368, 369, 370, 392, 394, 396
g. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)	<b>TG U1:</b> 168, 169, 170, 192, 388, 389, 390, 392 <b>TG U3:</b> 358, 359, 360, 392, 396
3. Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.	
Evidence Outcomes - Students Can:	
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a)	<b>TG U2:</b> 18, 19, 20, 58, 59, 60, 130, 138, 139, 140, 158, 159, 160 <b>TG U4:</b> 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. (CCSS: W.4.3b)	<b>TG U2:</b> 28, 29, 30, 38, 39, 40, 58, 59, 60, 108, 109, 110, 118, 119, 120, 148, 149, 150, 192, 196 <b>TG U4:</b> 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. (CCSS: W.4.3c)	<b>TG U2:</b> 28, 88, 89, 90, 158, 159, 160, 178, 179, 180 <b>TG U4:</b> 78, 79, 80, 120, 148, 149, 150, 192, 196
d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)	<b>TG U2:</b> 28, 68, 69, 70, 78, 79, 80, 98, 99, 100, 192 <b>TG U4:</b> 48, 49, 50, 60, 68, 69, 70, 88, 89, 90, 108, 109, 110, 192, 196

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e. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)	<b>TG U2:</b> 28, 129, 130, 168, 169, 170 <b>TG U4:</b> 100, 119, 120, 158, 159, 160, 192, 196
4. Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.	
Evidence Outcomes - Students Can:	
<ul style="list-style-type: none"> <li>a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)</li> <li>i. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (CCSS: L.4.1a)</li> <li>ii. Form and use the progressive (for example: I was walking; I am walking; I will be walking) verb tenses. (CCSS: L.4.1b)</li> <li>iii. Use modal auxiliaries (for example: can, may, must) to convey various conditions. (CCSS: L.4.1c)</li> <li>iv. Order adjectives within sentences according to conventional patterns (for example: a small red bag rather than a red small bag. (CCSS: L.4.1d)</li> <li>v. Form and use prepositional phrases. (CCSS: L.4.1e)</li> <li>vi. Use compound subjects (for example: Tom and Pat went to the store) and compound verbs (for example: Harry thought and worried about the things he said to Jane) to create sentence fluency in writing.</li> <li>vii. Produce complete simple, compound, and complex sentences.</li> <li>viii. Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)</li> <li>ix. Correctly use frequently confused words (for example: to, too, two; there, their). (CCSS: L.4.1g)</li> </ul>	<p><b>TG U1:</b> 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, 321, 331, 351, 361, 371, 391</p> <p><b>TG U2:</b> 20, 21, 30, 31, 41, 51, 61, 70, 71, 80, 81, 91, 100, 101, 110, 111, 120, 121, 131, 140, 141, 150, 151, 160, 161, 171, 181, 221, 241, 251, 261, 274, 275, 276, 277, 291, 300, 301, 311, 320, 321, 350, 351</p> <p><b>TG U3:</b> 20, 21, 30, 31, 40, 41, 51, 60, 61, 70, 71, 81, 90, 91, 100, 101, 110, 111, 121, 130, 131, 140, 141, 150, 151, 160, 161, 170, 171, 181, 191, 220, 221, 230, 231, 240, 241, 250, 251, 260, 261, 271, 280, 281, 290, 291, 300, 301, 311, 320, 321, 340, 341, 350, 351, 360, 361, 370, 371</p> <p><b>TG U4:</b> 20, 21, 31, 40, 41, 51, 61, 71, 80, 81, 90, 91, 101, 110, 111, 121, 130, 131, 141, 150, 151, 161, 171, 181, 220, 221, 240, 241, 250, 251, 260, 261, 274, 275, 276, 277, 290, 291, 300, 301, 311, 320, 321, 330, 331, 340, 341, 350, 351, 370, 371, 390, 391</p>



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<p>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)</p> <p>i. Use correct capitalization. (CCSS: L.4.2a)</p> <p>ii. Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b)</p> <p>iii. Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c)</p> <p>iv. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)</p>	<p><b>TG U1:</b> 111, 161, 171, 178, 179, 180, 368, 369, 370, 381</p> <p><b>TG U2:</b> 40, 41, 50, 51, 90, 91, 170, 171, 181, 190, 191, 220, 221, 230, 231, 240, 241, 260, 261, 280, 281, 290, 291, 311, 321, 330, 331, 341, 360, 361, 370, 371, 378, 379, 380, 381</p> <p><b>TG U3:</b> 50, 51, 80, 81, 120, 121, 178, 179, 180, 181, 190, 191, 270, 271, 310, 311, 330, 331, 380, 381, 390, 391</p> <p><b>TG U4:</b> 40, 43, 100, 120, 121, 140, 141, 161, 178, 179, 180, 181, 190, 191, 230, 231, 270, 271, 280, 281, 310, 311, 360, 361, 380, 381</p>
<p>c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)</p> <p>i. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)</p> <p>ii. Choose punctuation for effect. (CCSS: L.4.3b)</p> <p>iii. Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where informal discourse is appropriate (for example: small-group discussion). (CCSS: L.4.3c)</p>	<p><b>TG U1:</b> 16, 26, 36, 46, 56, 66, 74, 76, 86, 96, 106, 116, 126, 136, 146, 156, 166, 176, 186, 216, 226, 236, 246, 256, 266, 276, 286, 296, 306, 316, 384, 385, 386</p> <p><b>TG U2:</b> 16, 26, 36, 46, 56, 66, 68, 69, 70, 76, 78, 79, 80, 86, 96, 106, 116, 126, 136, 146, 149, 150, 156, 166, 176, 186, 216, 226, 236, 246, 256, 266, 276, 281, 286, 296, 306, 316</p> <p><b>TG U3:</b> 16, 26, 36, 46, 56, 64, 65, 66, 67, 76, 86, 96, 106, 116, 124, 125, 126, 127, 136, 146, 156, 258, 259, 260, 326, 336, 346, 356, 364, 365, 366, 367, 368, 369, 370, 376, 386</p> <p><b>TG U4:</b> 16, 23, 26, 33, 34, 36, 38, 40, 41, 43, 46, 56, 66, 76, 86, 96, 106, 116, 124, 126, 127, 136, 146, 156, 274, 275, 276, 277, 326, 336, 346, 356, 366, 376, 386, 396</p>

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<p>d. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)</p>	<p><b>TG U1:</b> 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  <b>TG U2:</b> 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  <b>TG U3:</b> 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  <b>TG U4:</b> 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>e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)</p>	<p><b>TG U1:</b> 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  <b>TG U2:</b> 20, 30, 40, 50, 60, 70, 80, 90, 110, 120, 130, 140, 150, 160, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390  <b>TG U3:</b> 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  <b>TG U4:</b> 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>
<p>f. 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. (CCSS: W.4.6)</p>	<p><b>TG U1:</b> 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  <b>TG U2:</b> 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  <b>TG U3:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 330, 340, 350, 360, 370, 380, 390  <b>TG U4:</b> 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>

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<p>g. 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. (CCSS.W.4.10)</p>	<p><b>TG U1:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140, 307, 310, 320, 330, 340, 350, 360, 370, 380, 390  <b>TG U2:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 320, 330, 340, 350, 360, 370, 380, 390  <b>TG U3:</b> 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  <b>TG U4:</b> 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>
<b>Standard 4. Research Inquiry and Design</b>	
1. Use a variety of resources to build and communicate knowledge related to open-ended research questions.	
Evidence Outcomes - Students Can:	
<p>a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)</p> <p>i. Identify a topic and formulate open-ended research questions for further inquiry and learning.</p> <p>ii. Present a brief report of the research findings to an audience.</p>	<p><b>TG U1:</b> 38, 39, 40, 108, 109, 110, 192, 258, 259, 260, 392  <b>TG U3:</b> 40, 219, 239, 249, 259, 278, 279, 280, 288, 289, 290, 298, 299, 309, 310, 318, 319  <b>TG U4:</b> 58, 59, 60, 239, 258, 259, 318, 319, 320</p>
<p>b. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8)</p>	<p><b>TG U1:</b> 108, 109, 110, 258, 259, 260  <b>TG U3:</b> 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  <b>TG U4:</b> 18, 19, 20, 60, 239, 249, 258, 259, 278, 279, 298, 299, 318, 319, 320, 349, 359, 360</p>

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<p>c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)</p> <p>i. Apply grade 4 Reading standards to literature (for example: "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [for example: a character's thoughts, words, or actions]."). (CCSS: W.4.9.a)</p> <p>ii. Apply grade 4 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text"). (CCSS: W.4.9.b)</p>	<p><b>TG U1:</b> 18, 28, 38, 48, 58, 68, 69, 70, 78, 88, 98, 108, 118, 128, 138, 148, 158, 328, 338, 348, 358, 368, 378, 388, 389, 390</p> <p><b>TG U2:</b> 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, 374, 376</p> <p><b>TG U3:</b> 78, 79, 88, 89, 98, 99, 100, 108, 109, 110, 118, 119, 120, 128, 129, 130, 138, 139, 158, 168, 228, 229, 238, 248, 268, 269, 270, 278, 279, 280, 288, 318, 328, 338</p> <p><b>TG U4:</b> 18, 28, 38, 48, 58, 59, 68, 78, 88, 98, 108, 118, 119, 120, 128, 148, 158, 168, 284, 286, 298, 318, 328, 329, 330, 338, 348, 349, 350, 374, 376, 378, 390</p>