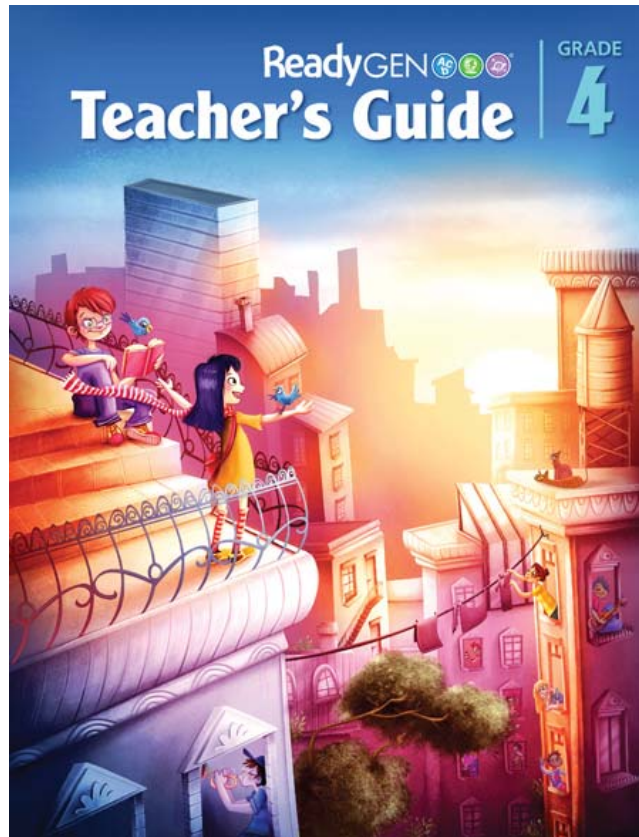


A Correlation of

# ReadyGEN

Grade 4, © 2016



To the

# Colorado

## Reading, Writing, and Communicating Standards (2010)

### Grade 4

**A Correlation of ReadyGEN, Grade 4, ©2016 to the  
Colorado Reading, Writing, and Communicating Standards (2010)  
Grade 4**

**Introduction**

This document demonstrates how *ReadyGEN*, ©2016 meets the Colorado Reading, Writing, and Communicating Standards (2010). 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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Colorado Reading, Writing, and Communicating Standards (2010) Grade 4	ReadyGEN Grade 4, ©2016
<b>Content Area: Reading, Writing and Communicating</b>	
<b>Grade Level Expectations: Fourth Grade</b>	
<b>Standard: 1. Oral Expression and Listening</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Use language appropriate for purpose and audience</li> </ul>	
<b>Concepts and skills students master:</b>	
1. A clear communication plan is necessary to effectively deliver and receive information	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
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)	
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)	<b>TG U2:</b> 12, 82, 172 <b>TG U3:</b> 52, 222, 262 <b>TG U4:</b> 112, 264
ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)	<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, 80, 92, 112, 132, 172, 222, 242, 272, 302, 320, 322 <b>TG U3:</b> 12, 42, 52, 82, 122, 142, 162, 182, 222, 232, 252, 262, 282, 290, 352 <b>TG U4:</b> 12, 32, 52, 62, 82, 92, 162, 172, 182, 212, 232, 292, 302, 312, 332
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)	<b>TG U1:</b> 42, 242, 320, 362 <b>TG U2:</b> 112, 162, 172, 182, 342, 352 <b>TG U3:</b> 54, 172, 214, 300, 332, 352 <b>TG U4:</b> 64, 114, 144, 260, 290, 292
iv. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)	<b>TG U1:</b> 112, 122, 182, 352 <b>TG U2:</b> 292, 362 <b>TG U3:</b> 362 <b>TG U4:</b> 224, 254, 312, 332

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 4</b>	<b>ReadyGEN Grade 4, ©2016</b>
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)	<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
c. Identify the reasons and evidence a speaker provides to support particular points. (CCSS: SL.4.3)	<b>TG U2:</b> 300 <b>TG U3:</b> 300 <b>TG U4:</b> 182, 322
d. 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)	<b>TG U1:</b> 188-190, 310-311, 330-332 <b>TG U2:</b> 188-190 <b>TG U3:</b> 388-390 <b>TG U4:</b> 58-60, 68-70, 258-260, 298-300
e. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.4.5)	<b>TG U1:</b> 188, 195-196, 222-224 <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
f. 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. (CCSS: SL.4.6)	<b>TG U1:</b> 69-70, 367-368, 382-384, 384-386

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 4</b>	<b>ReadyGEN Grade 4, ©2016</b>
<b>Standard: 2. Reading for All Purposes</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Demonstrate comprehension of a variety of informational, literary, and persuasive texts</li> </ul>	
<b>Concepts and skills students master:</b>	
1. Comprehension and fluency matter when reading literary texts in a fluent way	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Use Key Ideas and Details to:	
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)	<b>TG U1:</b> 13, 16, 52-53, 82-83, 143-145, 162-164, 167, 172, 183, 353, 373-375, 383-385 <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
ii. Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot.	<b>TG U1:</b> 22-24, 25-27, 62-64, 65-67 <b>TG U2:</b> 12-14, 15-17, 62-64, 65-67, 72-74, 75-77, 122-124, 142-144, 145-147, 152-154, 156-157, 162-164, 165-167, 212-214, 215-217, 242-244, 245-247 <b>TG U3:</b> 92-94, 96-97, 112-114, 115-117, 122-124, 152-154, 155-157 <b>TG U4:</b> 12-14, 16-17, 22-24, 32-34, 35-37, 42-44, 45-47, 72-74, 75-77, 92-94, 95-97, 102-104, 105-107, 112-114, 115-117, 122-124, 132-134, 135-137, 142-144, 162-164, 165-167, 172-174, 182-184, 186-187, 292-294, 295-297, 332-334
iii. Determine a theme of a story, drama, or poem from details in the text; summarize the text (CCSS: RL.4.2)	<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 <b>TG U4:</b> 52-54, 56, 92-93, 96, 312-314, 316, 372-374, 376

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 4</b>	<b>ReadyGEN Grade 4, ©2016</b>
iv. 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). (CCSS: RL.4.3)	<b>TG U1:</b> 17-19, 22-24, 26-27, 52-54, 56-57, 62-64, 66-67, 82-83, 86-88 <b>TG U2:</b> 13-14, 16-17, 63-64, 66-67, 143-144, 146-147, 153-154, 156-158 <b>TG U3:</b> 92-93, 112-114, 116-117, 152-154, 156-158 <b>TG U4:</b> 12-13, 16-17, 72-74, 76-77, 102-104, 106-107, 112-114
v. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)	<b>TG U1:</b> 62-64, 65-67 <b>TG U2:</b> 62-64, 65-67, 152-154, 156-157 <b>TG U3:</b> 92-94, 152-154, 155-157 <b>TG U4:</b> 12-14, 22-24, 32-34, 92-94, 95-97, 102-104, 112-114, 115-117, 122-124, 182-184, 185-187
b. Use Craft and Structure to:	
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 (e.g., Herculean). (CCSS: RL.4.4)	<b>TG U1:</b> 24, 54, 84, 114, 154, 174, 244, 274, 314, 324, 334, 344, 354, 374, 384 <b>TG U2:</b> 14, 24, 44, 64, 84, 114, 134, 144, 174, 184, 234, 244, 254 <b>TG U3:</b> 74, 94-96, 102-104, 106-107, 114, 124, 134-136, 142-144, 146-147, 154, 164, 255 <b>TG U4:</b> 14, 24, 34, 54, 64, 82, 84, 104, 114, 134, 144, 154, 164, 174, 184
ii. 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. (CCSS: RL.4.5)	<b>TG U1:</b> 224 <b>TG U2:</b> 224 <b>TG U3:</b> 133, 162-164, 214-216, 303 <b>TG U4:</b> 142, 152, 352, 372
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)	<b>TG U1:</b> 32-34 <b>TG U2:</b> 32-34, 74-76, 76-77, 176 <b>TG U3:</b> 176 <b>TG U4:</b> 144, 146, 326

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 4</b>	<b>ReadyGEN Grade 4, ©2016</b>
c. Use Integration of Knowledge and Ideas to:	
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)	<b>TG U2:</b> 177 <b>TG U3:</b> 177 <b>TG U4:</b> 24, 26-28
ii. 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. (CCSS: RL.4.9)	<b>TG U1:</b> 182-184 <b>TG U2:</b> 172-173, 176-178
iii. Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.	<b>TG U1:</b> 12-13, 52-54, 55-57, 162-164, 165-167 <b>TG U2:</b> 12-14, 15, 22-24, 26-28, 42-44, 92-94, 172-174, 222-224, 232-234, 235-237, 242-244, 245-247, 252-254, 272-274, 275-277, 372-374, 375-377, 382-384, 385-387 <b>TG U3:</b> 102-104, 132-134, 135-137, 162-164, 165-167, 172-174, 175-177 <b>TG U4:</b> 12-14, 52-54, 55-57, 62-64, 66-67, 112-114, 132-139, 152-154, 312-314, 315-317



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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 4</b>	<b>ReadyGEN Grade 4, ©2016</b>
d. Use Range of Reading and Complexity of Text to:	
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><b>TG U1:</b> 15, 25, 35, 45, 115, 145, 165, 175, 185, 215, 235, 295, 305, 335-337, 355-357</p> <p><b>TG U2:</b> 24-25, 35, 45, 55, 65, 105, 115, 125, 145, 155, 165, 235, 255, 265, 325</p> <p><b>TG U3:</b> 15, 35, 55, 65, 75, 95, 115, 135, 145, 155, 195, 235, 275, 295</p> <p><b>TG U4:</b> 15, 25, 35, 55, 75, 85, 95, 115, 135, 145, 225, 245, 255, 275, 285</p>
ii. Read familiar texts orally with fluency, accuracy, and prosody (expression)	<p><b>TG U1:</b> 27, 67, 87, 117, 145, 157, 167, 177, 187, 217, 227, 267, 277, 297, 317, 357, 375, 377, 387</p> <p><b>TG U2:</b> 25, 27, 67, 77, 87, 97, 117, 167, 172, 187, 217, 267, 277, 297, 367, 377</p> <p><b>TG U3:</b> 77, 97, 117, 187, 217, 277, 317, 347, 377</p> <p><b>TG U4:</b> 15, 17, 27, 67, 87, 97, 117, 127, 167, 177, 217, 277, 317, 347, 377, 387</p>

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<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks</li> </ul>	
<b>Concepts and skills students master:</b>	
2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Use Key Ideas and Details to:	
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)	<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
ii. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)	<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
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)	<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
iv. Skim materials to develop a general overview of content	<b>TG U1:</b> 113, 162 <b>TG U2:</b> 272, 288, 292, 293 <b>TG U3:</b> 39, 42, 50, 139, 162, 219, 242, 259, 278-279, 299, 312, 319, 332, 342, 363, 382 <b>TG U4:</b> 239, 259, 262, 269, 282, 318-319, 362, 382

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v. Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage)	<b>TG U1:</b> 113, 123-124, 143, 163 <b>TG U2:</b> 273, 277, 280, 283, 288, 289, 292-293, 303, 304, 309, 312-313, 322-323, 329, 333, 342-343, 348-350, 353 <b>TG U3:</b> 12-13, 23, 32-33, 43, 49-50, 53, 62, 63, 128, 129, 139, 163, 172, 173, 183, 213, 222, 223, 233, 243, 249, 253, 263, 273, 299, 313, 323, 333, 343, 353, 363, 373, 383 <b>TG U4:</b> 213, 223, 233, 242-243, 252-253, 258, 263, 283, 363
b. Use Craft and Structure to:	
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)	<b>TG U1:</b> 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
ii. 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. (CCSS: RI.4.5)	<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
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)	<b>TG U3:</b> 314-316, 316-317, 332-334
iv. Identify common organizational structures (paragraphs, topic sentences, concluding sentences) and explain how they aid comprehension	<b>TG U1:</b> 106-107, 143, 146-147, 216-217, 282-283, 343, 357 <b>TG U2:</b> 276-277, 312-313, 315-317, 346, 373, 377, 387 <b>TG U3:</b> 177, 253, 313

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v. Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information	<p><b>TG U1:</b> 177, 212-213, 222, 226-227, 232-233, 242-243, 246-247, 253, 262-263, 266-267, 272-273, 282-283, 286-287, 292-293, 296-297, 303, 343, 353, 357, 373, 383</p> <p><b>TG U2:</b> 276, 286, 323, 326, 333, 343, 345, 347, 353, 373, 377, 386-387</p> <p><b>TG U3:</b> 26-27, 62, 64, 163, 183, 187, 212, 214, 217, 222-224, 226-227, 253, 262, 272, 282, 313, 323, 333, 343, 347, 353, 362, 373, 383</p> <p><b>TG U4:</b> 213, 216-217, 222-223, 263, 282, 342-343</p>
vi. Identify conclusions	<p><b>TG U1:</b> 183, 304, 306-307</p> <p><b>TG U3:</b> 72-74, 75-77</p> <p><b>TG U4:</b> 283, 343</p>
c. Use Integration of Knowledge and Ideas to:	
i. 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. (CCSS: RI.4.7)	<p><b>TG U1:</b> 242-244, 244-246, 246-247, 274, 276, 282, 286-287, 292-294, 302-304, 326-327, 346-348</p> <p><b>TG U2:</b> 343-344, 346-348</p> <p><b>TG U3:</b> 22-24, 187-189, 222-224</p> <p><b>TG U4:</b> 253, 342-344</p>
ii. Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)	<p><b>TG U1:</b> 96-97, 137-138, 164-166, 302-304</p> <p><b>TG U2:</b> 136-137, 352-354, 356-358</p> <p><b>TG U3:</b> 282-284</p> <p><b>TG U4:</b> 212-213, 222-223, 242-243, 262-263, 272-274</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><b>TG U1:</b> 172-174, 372-374, 376-377, 382-384, 176-177</p> <p><b>TG U2:</b> 292-294</p> <p><b>TG U3:</b> 132-133, 182-184, 382-384</p> <p><b>TG U4:</b> 362-363, 382-384, 386-388</p>

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 4</b>	<b>ReadyGEN Grade 4, ©2016</b>
d. Use Range of Reading and Complexity of Text to:	
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)	<b>TG U1:</b> 45, 132-133, 172-174, 174-176, 176-177, 272, 285-286, 332-334, 345-347, 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
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary</li> </ul>	
<b>Concepts and skills students master:</b>	
3. Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.3)	
i. 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. (CCSS: RF.4.3a)	<b>TG U1:</b> FS2-4, FS8-9, FS10-12, FS12-14, FS20-22 <b>TG U2:</b> 232, 242-244, FS2-4, FS4-6, FS8-10, FS10-12, FS12-13, FS15, FS17-19, FS20-22, FS23-24 <b>TG U3:</b> FS5-7, FS23-25 <b>TG U4:</b> FS2-4, FS14-16, FS20, FS23-25
b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)	
i. Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)	<b>TG U1:</b> FS4, FS7, FS10, FS13, FS16, FS19, FS22, FS25, 47, 77, 347 <b>TG U2:</b> FS4, FS7-8, FS10-12, FS14-16, FS19, FS22, FS25 <b>TG U3:</b> FS4, FS7, FS10-12, FS13-15, FS19, FS22, FS25, 27 <b>TG U4:</b> FS4, FS7, FS10, FS13-15, FS19, FS22-24

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ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.4.4b)	<p><b>TG U1:</b> 17, 27, 67, 127, 157, 167, 187, 217, 247, 287, 297, 317, 327, 357, 367, 377</p> <p><b>TG U2:</b> 27, 47, 67, 87, 117, 127, 147, 157, 167, 177, 187, 227, 267, 277, 327</p> <p><b>TG U3:</b> 17, 67, 87, 97, 117, 147, 177, 227, 267, 277, 297, 317, 347, 377</p> <p><b>TG U4:</b> 17, 27, 67, 87, 117, 127, 157, 167, 177, 227, 267, 297, 317, 327, 347, 357</p>
iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)	<p><b>TG U1:</b> FS17-19, 316-318</p> <p><b>TG U2:</b> 25, 96, 162, 172-174</p> <p><b>TG U3:</b> 64-66, 144-146, 252-254, 256-258, FS2-3, FS17-19</p> <p><b>TG U4:</b> 97, 154, 127, 156, 213, 223, 225, 233, 235, 273, 322</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)	
i. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)	<p><b>TG U1:</b> 42-44, 44-46, 214-216, 313-314, 316-318</p> <p><b>TG U2:</b> FS11-13, 124-126</p> <p><b>TG U3:</b> 42, 52, 64, 66, 144-146, 146-147, 153, FS2-4</p> <p><b>TG U4:</b> 154, 156, FS11-13</p>
ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (CCSS: L.4.4b)	<p><b>TG U1:</b> FS8-10, FS14-16, FS20-22</p> <p><b>TG U2:</b> 232, 242-244, FS2-3, FS14-16, FS20-22, FS25</p> <p><b>TG U3:</b> FS5-7, FS14-16, FS23-25</p> <p><b>TG U4:</b> FS5-7, FS14-16, FS23, FS25</p>
iii. Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness)	<p><b>TG U1:</b> 112, 122, 132, 142, 152, 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, FS8-10, FS14-16, FS20-22</p> <p><b>TG U2:</b> 12, 22, 32, 42, 52, 112, 122, 132, 142, 152, FS2-4, FS8-16</p> <p><b>TG U3:</b> 62, 72, 82, 92, 102, 162, 172, 182, 212, 222, 232, 242, 252, 362, 372, 382, FS5-7, FS11-13, FS14-16, FS23-25</p> <p><b>TG U4:</b> 62, 72, 82, 92, 102, 372, 387, FS5-7, FS23-25</p>

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iv. Read and understand words that change spelling to show past tense: write/wrote, catch/caught, teach/taught	<b>TG U1:</b> 51, 91, 351 <b>TG U2:</b> 141, 161, 351 <b>TG U3:</b> 21, 141, 301, 371 <b>TG U4:</b> 91, 251, 321 These pages examine progressive verb tenses.
v. Read multisyllabic words with and without inflectional and derivational suffixes	<b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 212, 222, 232, 242, 252, FS2-4, FS5-7, FS8-10, FS14-16 <b>TG U2:</b> 112, 122, 132, 142, 152, FS8-10 <b>TG U3:</b> 62, 72, 82, 92, 102, 362, 372, 382, FS5-7, FS23-25 <b>TG U4:</b> 62, 72, 82, 92, 102, FS5-7
vi. Infer meaning of words using explanations offered within a text	<b>TG U1:</b> 44, 45-47 <b>TG U2:</b> 94, 225, 255 <b>TG U3:</b> 55, 64, 65-66, 144, 145-147, 254, 255-257 <b>TG U4:</b> 154, 155-157
vii. 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. (CCSS: L.4.4c)	<b>TG U1:</b> FS15-17, FS17-18, FS23-25 <b>TG U2:</b> 180-181, 224-226, FS11-13, FS18-19, FS21, FS23-25, FS25-27 <b>TG U3:</b> FS3-4, FS11-13, FS25, 272 <b>TG U4:</b> FS2-4, FS8, FS10, FS12-14, FS17-18, FS20, FS22, FS24

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 4</b>	<b>ReadyGEN Grade 4, ©2016</b>
d. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)	
i. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (CCSS: L.4.5a)	<b>TG U2:</b> 114-116, 116-118 <b>TG U3:</b> 84-86, 86-87, 134 <b>TG U4:</b> 84, 86-88
ii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)	<b>TG U1:</b> 63, 83, 153, 213, 233, 273, 283, 303, 333-334 <b>TG U2:</b> 94-96, 96-98 <b>TG U3:</b> 73, 103, 263, 283, 303 <b>TG U4:</b> 33, 53, 83, 233, 323, 373
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)	<b>TG U1:</b> FS17-19 <b>TG U2:</b> 224-226, 226-228 <b>TG U3:</b> 282, 292, 302, FS17-19 <b>TG U4:</b> 254, 256-258
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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6)	<b>TG U1:</b> 24, 44, 64, 76, 114, 124, 154, 184, 224, 254, 274, 294, 314, 334, 344 <b>TG U2:</b> 54, 64, 84, 114, 134, 154, 174, 224, 264, 284, 294, 304, 324, 344, 364 <b>TG U3:</b> 24, 74, 104, 134, 174, 214, 234, 254, 264, 274, 334, 354, 364, 374, 384 <b>TG U4:</b> 14, 34, 54, 64, 84, 94, 134, 144, 154, 174, 214, 224, 234, 264, 354



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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 4</b>	<b>ReadyGEN Grade 4, ©2016</b>
<b>Standard: 3. Writing and Composition</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Implement the writing process successfully to plan, revise, and edit written work</li> </ul>	
<b>Concepts and skills students master:</b>	
1. The recursive writing process is used to create a variety of literary genres for an intended audience	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)	
i. 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)	<b>TG U2:</b> 218-220, 238-240, 338-340, 348-350 <b>TG U3:</b> 18-20, 38-40, 48-50, 58-60, 192-194 <b>TG U4:</b> 228-230, 238-240, 268-270, 308-310, 368-370
ii. Provide reasons that are supported by facts and details. (CCSS: W.4.1b)	<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, 192-194 <b>TG U4:</b> 238-240, 258-260, 278-280, 328-330, 368-370
iii. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (CCSS: W.4.1c)	<b>TG U2:</b> 298-300, 358-360, 392-394 <b>TG U3:</b> 68-70, 168-170, 192-194, 395 <b>TG U4:</b> 228-230, 298-300, 392-394
iv. Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)	<b>TG U1:</b> 72-74 <b>TG U2:</b> 368-370, 392-394, 392-394 <b>TG U3:</b> 148-150, 158-160, 192-194

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 4</b>	<b>ReadyGEN Grade 4, ©2016</b>
b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)	
i. 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> 18-20, 58-60, 138-140, 158-160 <b>TG U4:</b> 18-20, 28-30, 128-130, 138-140, 192-194
ii. Choose planning strategies to support text structure and intended outcome	<b>TG U2:</b> 19, 29, 39, 49, 59, 69, 79, 89, 99, 109, 119, 129, 139, 149, 159, 169, 179, 189, 193 <b>TG U4:</b> 19, 29, 39, 49, 59, 69, 79, 89, 99, 109, 119, 129, 139, 149, 159, 169, 179, 189, 193
iii. 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> 38-40, 58-60, 108-110, 192-193, 196 <b>TG U3:</b> 196 <b>TG U4:</b> 38-40, 68-70, 98-100, 192-194
iv. Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)	<b>TG U2:</b> 88-90, 148-150, 158-160, 178-180 <b>TG U4:</b> 78-80, 120, 148-150, 192-194
v. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)	<b>TG U2:</b> 68-70, 78-80, 98-100 <b>TG U4:</b> 48-50, 68-70
vi. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)	<b>TG U2:</b> 128-130, 168-170 <b>TG U4:</b> 100, 120, 158-160, 192-194

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 4</b>	<b>ReadyGEN Grade 4, ©2016</b>
c. Write poems that express ideas or feelings using imagery, figurative language, and sensory details	<p><b>TG U2:</b> 134, 135-137, 224, 225-227, 254, 255-257  <b>TG U3:</b> 54, 55-57, 84, 85-87, 104, 105-107, 134, 135-137, 274, 275-276, 324, 325-327  <b>TG U4:</b> 64, 65-67, 84, 85-87, 124, 125-127</p> <p>These pages use figurative language and sensory/descriptive details.</p>
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Implement the writing process successfully to plan, revise, and edit written work</li> </ul>	
<b>Concepts and skills students master:</b>	
2. Informational and persuasive texts use the recursive writing process	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.4.2)	
i. 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. (CCSS: W.4.2a)	<p><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</p>
ii. Choose planning strategies to support text structure and intended outcome	<p><b>TG U1:</b> 19, 29, 39, 49, 59, 69, 79, 89, 99, 109, 119, 129, 139, 149, 159, 169, 179, 189, 219, 228, 239, 249, 259, 269, 279, 289, 299, 309, 319, 329, 339, 349, 359, 369, 379  <b>TG U3:</b> 219, 229, 239, 249, 259, 269, 279, 289, 299, 309, 319, 329, 339, 349, 359, 369, 379, 389</p>
iii. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast)	<p><b>TG U1:</b> 38-39, 48-49, 58-59, 68-69, 78-79, 118-119, 148-149, 218-219, 238-239, 268-269, 278-279, 288-289, 308-309, 338-339, 358-359  <b>TG U3:</b> 218-219, 238-239, 308-309, 328-329, 338-339, 348-349, 358-359</p>

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<p style="text-align: center;"><b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 4</b></p>	<p style="text-align: center;"><b>ReadyGEN Grade 4, ©2016</b></p>
<p>iv. Organize relevant ideas and details to convey a central idea or prove a point</p>	<p><b>TG U1:</b> 38-39, 48-49, 58-59, 68-69, 78-79, 118-119, 148-149, 168-169, 178-179, 218-219, 238-239, 248-249, 268-269, 278-279, 288-289, 308-309, 338-339, 358-359 <b>TG U3:</b> 218-219, 238-239, 268-269, 308-309, 328-329, 338-339, 348-349, 358-359</p>
<p>v. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)</p>	<p><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</p>
<p>vi. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (CCSS: W.4.2c)</p>	<p><b>TG U1:</b> 158-160, 238-240 <b>TG U3:</b> 308-310, 392-394, 396</p>
<p>vii. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)</p>	<p><b>TG U1:</b> 49-51, 89-90, 99-100, 299-300, 318-320 <b>TG U3:</b> 218-220, 258-259, 298-300, 368-370, 392-394</p>
<p>viii. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)</p>	<p><b>TG U1:</b> 168-170, 388-390 <b>TG U3:</b> 260-262, 358-360, 392-394</p>

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 4</b>	<b>ReadyGEN Grade 4, ©2016</b>
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Apply standard English conventions to effectively communicate with written language</li> </ul>	
<b>Concepts and skills students master:</b>	
3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)	<b>TG U1:</b> 148-150, 358-360 <b>TG U2:</b> 18-20, 78-80, 188-190 <b>TG U3:</b> 38-40, 118-120, 188-190, 298-300, 308-310, 338-340 <b>TG U4:</b> 308-310, 388-390
b. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)	<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
c. 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)	<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
d. Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose	<b>TG U1:</b> 150, 250, 290, 310, 350, 360 <b>TG U2:</b> 390 <b>TG U3:</b> 180, 240, 270, 360 <b>TG U4:</b> 280

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 4</b>	<b>ReadyGEN Grade 4, ©2016</b>
e. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)	
i. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)	<b>TG U1:</b> 106-108 <b>TG U2:</b> 70-71, 80-81, 148-150 <b>TG U3:</b> 368-370 <b>TG U4:</b> 48-50
ii. Choose punctuation for effect. (CCSS: L.4.3b)	<b>TG U4:</b> 38-40, 361
iii. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS: L.4.3c)	<b>TG U1:</b> 382-384, 386-388 <b>TG U2:</b> 183 <b>TG U3:</b> 183 <b>TG U4:</b> 183
f. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)	
i. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (CCSS: L.4.1a)	<b>TG U1:</b> 40-42, 60-61, 250-252 <b>TG U2:</b> 120-121, 250-252 <b>TG U4:</b> 40-41, 150-151, 220-221, 240-241, 260-262
ii. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (CCSS: L.4.1b)	<b>TG U1:</b> 90-91, 350-352 <b>TG U2:</b> 140-141, 160-161, 350-352 <b>TG U3:</b> 20-21, 140-141, 300-301, 370-372 <b>TG U4:</b> 90-91, 250-251, 320-322
iii. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (CCSS: L.4.1c)	<b>TG U1:</b> 100-102, 150-151, 320-321, 360-362 <b>TG U3:</b> 30-31, 90-91, 100-101, 260-261, 320-322 <b>TG U4:</b> 110-111, 300-301, 330-332
iv. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (CCSS: L.4.1d)	<b>TG U1:</b> 80-81 <b>TG U2:</b> 30-32 <b>TG U3:</b> 60-61, 110-111, 130-131, 340-342 <b>TG U4:</b> 20-21, 340-341, 350-352

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v. Form and use prepositional phrases. (CCSS: L.4.1e)	<b>TG U1:</b> 130-131, 330-332 <b>TG U2:</b> 110-112 <b>TG U3:</b> 70-71, 150-151, 350-351, 360-362 <b>TG U4:</b> 80-81, 290-291, 390-392
vi. Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing	<b>TG U1:</b> 231 <b>TG U2:</b> 91, 101, 301, 311, 341 <b>TG U3:</b> 191, 381 <b>TG U4:</b> 171, 181, 271, 381 These pages refer to compound sentences.
vii. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)	<b>TG U1:</b> 110-112, 120-121, 140-141, 220-221, 230-231, 240-241, 290-292 <b>TG U2:</b> 60-61, 70-71, 80-81, 100-101, 110-111, 280-281, 300-301, 320-322 <b>TG U3:</b> 220-221, 237-239, 280-281, 290-292 <b>TG U4:</b> 130-132
viii. Correctly use frequently confused words (e.g., to, too, two; there, their). (CCSS: L.4.1g)	<b>TG U1:</b> 190-191 <b>TG U2:</b> 150-152 <b>TG U3:</b> 100-101, 160-162

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g. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)	
i. Use correct capitalization. (CCSS: L.4.2a)	<b>TG U1:</b> 160-162 <b>TG U2:</b> 190-191, 220-221, 230-231, 240-242 <b>TG U3:</b> 50-52
ii. Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b)	<b>TG U1:</b> 170-171, 180-182 <b>TG U2:</b> 40-41, 50-51, 170-171, 260-261, 290-292 <b>TG U3:</b> 80-81, 270-271, 390-392 <b>TG U4:</b> 40-41, 120-121, 230-231, 280-281, 360-362
iii. Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c)	<b>TG U1:</b> 231, 291-293, 301-303 <b>TG U2:</b> 90-91, 310-311, 320-321, 330-331, 340-342 <b>TG U3:</b> 120-121, 190-191, 330-331, 380-382 <b>TG U4:</b> 140-141, 180-181, 270-271, 380-382
iv. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)	<b>TG U1:</b> 49, 99, 108, 179, 213, 265, 269, 287, 299-300, 369-370, 371-373, 380-382 <b>TG U2:</b> 360-361, 370-372 <b>TG U3:</b> 310-312 <b>TG U4:</b> 190-191, 310-312



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<b>Standard: 4. Research and Reasoning</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Use primary, secondary, and tertiary written sources to generate and answer research questions</li> </ul>	
<b>Concepts and skills students master:</b>	
1. Comprehending new information for research is a process undertaken with discipline both alone and within groups	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)	
i. Identify a topic and formulate open-ended research questions for further inquiry and learning	<b>TG U1:</b> 19, 29, 39, 108-109, 118, 129, 218-219, 229, 259, 269, 329, 339 <b>TG U2:</b> 39, 58-59 <b>TG U3:</b> 218-219, 229, 288-289
ii. Present a brief report of the research findings to an audience	<b>TG U1:</b> 20, 30, 40, 50, 60, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 220, 230, 240, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 370, 379-380, 390 <b>TG U3:</b> 220, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390 <b>TG U4:</b> 280
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)	
i. Identify relevant sources for locating information	<b>TG U1:</b> 29, 39, 108, 119, 120, 128-129, 258-259, 289, 328-329, 330 <b>TG U3:</b> 39, 139, 219, 229, 239, 248-249, 259, 278-279, 289, 299, 318-319, 339 <b>TG U4:</b> 239, 259, 269, 289, 318-319, 328-329
ii. Locate information using text features, (appendices, indices, glossaries, and table of content)	<b>TG U1:</b> 212, 213, 226-227, 242-244, 246-248, 282-284, 285-287, 292-294, 295-297, 352-353 <b>TG U2:</b> 312, 314, 316-317 <b>TG U3:</b> 62, 218, 222-224, 225-227, 238, 313, 372-373

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iii. Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources)	<b>TG U1:</b> 29, 39, 108, 119, 128-129, 258-259, 289, 299, 328-329, 330 <b>TG U3:</b> 39, 139, 219, 229, 239, 249, 259, 278-279, 289, 299, 318-319, 339 <b>TG U4:</b> 229, 239, 259, 269, 289, 318-319, 328-329
iv. Read for key ideas, take notes, and organize information read (using graphic organizer)	<b>TG U1:</b> 69, 99, 108, 109, 119, 120, 138, 195, 259, 279, 289, 308-309, 395 <b>TG U2:</b> 239, 279, 289 <b>TG U3:</b> 109, 128, 129, 138-139, 219, 239, 249, 259, 269, 289, 299, 309, 310, 318-319 <b>TG U4:</b> 129, 219, 229, 239, 249, 259, 269, 279, 339, 368
v. Interpret and communicate the information learned by developing a brief summary with supporting details	<b>TG U1:</b> 148-149, 168-170, 358-359, 360, 378 <b>TG U2:</b> 308-309, 310, 318, 369-370 <b>TG U3:</b> 148-149, 159, 328-329, 348, 358-359 <b>TG U4:</b> 279, 289, 299, 309, 338-339
vi. Develop relevant supporting visual information (charts, maps, diagrams, photo evidence, models)	<b>TG U1:</b> 88-89, 189, 194, 248-249, 348-349, 379, 380, 394 <b>TG U2:</b> 394 <b>TG U3:</b> 228-229, 230, 268, 298, 300, 349, 388, 390, 394

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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 (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]."). (CCSS: W.4.9.a)</p>	<p><b>TG U2:</b> 48-50, 218-220, 278-280  <b>TG U3:</b> 118-120  <b>TG U4:</b> 28-30, 48-50, 68-70, 148-150</p>
<p>ii. 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"). (CCSS: W.4.9.b)</p>	<p><b>TG U1:</b> 18, 48, 98, 128, 138, 168, 178, 248, 268, 288, 318, 348, 358, 368-369, 388-390  <b>TG U2:</b> 218-220, 238-240, 298-300, 308-310, 318-320</p>

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<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Articulate the position of self and others using experiential and material logic</li> </ul>	
<b>Concepts and skills students master:</b>	
2. Identifying implications, concepts, and ideas enriches reasoning skills	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Consider negative as well as positive implications of their own thinking or behavior, or others thinking or behavior	<p><b>TG U2:</b> 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 298-300, 308-310, 318-320, 328-330, 338-340, 348-350, 358-360, 368-370, 378-380, 388-390</p> <p><b>TG U3:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 118-120, 128-130, 138-140, 148-150, 158-160, 168-170, 178-180, 188-190</p> <p><b>TG U4:</b> 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 298-300, 308-310, 318-320, 328-330, 338-340, 348-350, 358-360, 368-370, 378-380, 388-390</p>
b. State, elaborate, and give an example of a concept (for example, state, elaborate, and give an example of friendship or conflict)	<p><b>TG U2:</b> 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 298-300, 308-310, 318-320, 328-330, 338-340, 348-350, 358-360, 368-370, 378-380, 388-390</p> <p><b>TG U3:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 118-120, 128-130, 138-140, 148-150, 158-160, 168-170, 178-180, 188-190</p> <p><b>TG U4:</b> 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 298-300, 308-310, 318-320, 328-330, 338-340, 348-350, 358-360, 368-370, 378-380, 388-390</p>
c. Identify the key concepts and ideas they and others use	<p><b>TG U2:</b> 219, 229, 239, 249, 259, 269, 279, 289, 299, 309, 319, 329, 339, 349, 359, 369, 379, 389</p> <p><b>TG U3:</b> 19, 29, 39, 49, 59, 69, 79, 89, 99, 109, 119, 129, 139, 149, 159, 169, 179, 189</p> <p><b>TG U4:</b> 219, 229, 239, 249, 259, 269, 279, 289, 299, 309, 319, 329, 339, 349, 359, 369, 379, 389</p>

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<p>d. Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth</p>	<p><b>TG U2:</b> 219, 259, 269, 279, 289, 309, 319, 329, 339, 349, 359, 369, 379  <b>TG U3:</b> 19, 49, 59, 109, 139, 149, 159, 169, 179  <b>TG U4:</b> 269, 299, 309, 319, 329, 339, 359, 369</p>