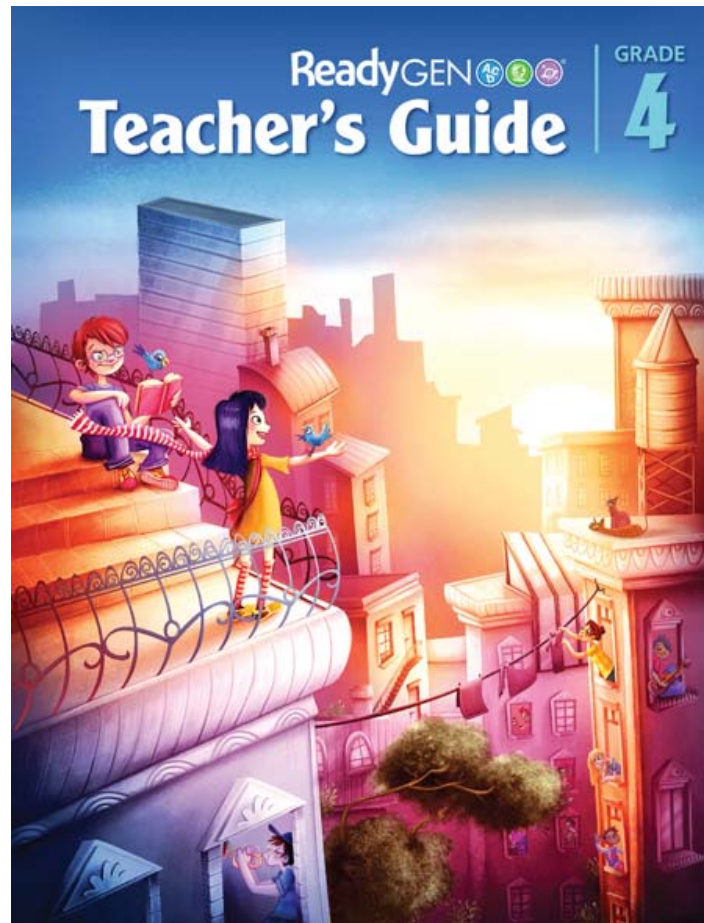


A Correlation of

ReadyGEN

Grade 4, ©2016



To the

**English Language Arts
Georgia Standards of Excellence
(GSE)**

A Correlation of ReadyGEN, Grade 4, ©2016 to the English Language Arts Georgia Standards of Excellence (GSE)

Introduction

This document demonstrates how *ReadyGEN*, ©2016 meets the English Language Arts Georgia Standards of Excellence (GSE). 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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English Language Arts Georgia Standards of Excellence (GSE)	ReadyGEN ©2016
GRADE 4	
Reading Literary RL	
Key Ideas and Details	
ELAGSE4RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	TG U1: 13, 16, 52-53, 82-83, 143-145, 162-164, 167, 172, 183, 353, 373-375, 383-385, 274 TG U2: 23-24, 26-27, 133-134, 223-225, 233-235, 236-237, 243-244, 246-248 TG U3: 72-74, 76-77, 82-84, 93-94, 96-97, 153 TG U4: 42, 44, 46-47, 332, 334
ELAGSE4RL2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	TG U2: 42-44, 44-46, 46-47, 83-84, 86-87, 93, 252, 332 TG U3: 162-164, 164-166 TG U4: 52-54, 56, 92-93, 96, 312-314, 316, 372-374, 376
ELAGSE4RL3 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).	TG U1: 17-19, 22-24, 26-27, 52-54, 56-57, 62-64, 66-67, 82-83, 86-88 TG U2: 13-14, 16-17, 63-64, 66-67, 143-144, 146-147, 153-154, 156-158 TG U3: 92-93, 112-114, 116-117, 152-154, 156-158 TG U4: 12-13, 16-17, 72-74, 76-77, 102-104, 106-107, 112-114
Craft and Structure	
ELAGSE4RL4 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).	TG U1: 24, 54, 84, 114, 154, 174, 244, 274, 314, 324, 334, 344, 354, 374, 384 TG U2: 14, 24, 44, 64, 84, 114, 134, 144, 174, 184, 234, 244, 254 TG U3: 74, 94-96, 102-104, 106-107, 114, 124, 134-136, 142-144, 146-147, 154, 164, 255 TG U4: 14, 24, 34, 54, 64, 82, 84, 104, 114, 134, 144, 154, 164, 174, 184, 147
ELAGSE4RL5 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.	TG U1: 224 TG U2: 224 TG U3: 133, 162-164, 214-216, 303 TG U4: 142, 152, 352, 372

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ELAGSE4RL6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	TG U1: 32-34 TG U2: 32-34, 74-76, 76-77, 176 TG U3: 176 TG U4: 144, 146, 326
Integration of Knowledge and Ideas	
ELAGSE4RL7 Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.	TG U1: 82-84, 85-87 TG U4: 24, 25-27
ELAGSE4RL8 (Not applicable to literature).	
ELAGSE4RL9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	TG U1: 182-184 TG U2: 172-173, 176-178
Range of Reading and Level of Text Complexity	
ELAGSE4RL10 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.	TG U1: 15, 25, 35, 45, 115, 145, 165, 175, 185, 215, 235, 295, 305, 335-337, 355-357 TG U2: 24-25, 35, 45, 55, 65, 105, 115, 125, 145, 155, 165, 235, 255, 265, 325 TG U3: 15, 35, 55, 65, 75, 95, 115, 135, 145, 155, 195, 235, 275, 295 TG U4: 15, 25, 35, 55, 75, 85, 95, 115, 135, 145, 225, 245, 255, 275, 285

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Reading Informational RI	
Key Ideas and Details	
ELAGSE4RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>TG U1: 92-94, 96-97, 112-114, 116-117, 262-264, 266-268</p> <p>TG U2: 302-303, 332-333, 336-337, 362-364, 366-368</p> <p>TG U3: 12-13, 34-36, 36-37, 52-53, 212-213, 232-233, 236-237, 242-244</p> <p>TG U4: 246-247, 252-253, 342-343, 352-354</p>
ELAGSE4RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p>TG U1: 122-124, 126-127, 142-144, 146-147, 342-344</p> <p>TG U2: 272-274, 276-277, 322-324, 326-327, 342-344, 346-348</p> <p>TG U3: 22-23, 162-164, 166-167, 232-233, 236-237, 242-243, 246-248</p> <p>TG U4: 224-225, 227, 232-233, 236-237, 264, 266-267, 282, 284, 286-287, 364</p>
ELAGSE4RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<p>TG U1: 97, 127, 132, 222, 232, 242, 272-273, 274-275, 324-326, 326-328</p> <p>TG U2: 282-284, 284-286, 286-287, 302-303, 322-323, 332-334, 336-338</p> <p>TG U3: 32-34, 212-213, 274-276, 276-277, 322, 342-344, 346-348</p> <p>TG U4: 344, 346-348</p>
Craft and Structure	
ELAGSE4RI4 Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<p>TG U1: 322, 94, 134, 174, 214, 224, 234, 254, 274, 314, 324, 334, 344, 364, 374, 384</p> <p>TG U2: 274, 284, 294, 304, 314, 324, 334, 344, 354-355, 364-366, 366-368</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 134, 164, 234, 254, 264, 284, 294, 324, 354, 364</p> <p>TG U4: 214, 224, 234, 244, 254, 264, 274, 284, 344, 354, 364, 384</p>
ELAGSE4RI5 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.	<p>TG U1: 102-104, 104-106, 106-107, 152-154, 154-156, 156-157, 222-224, 224-226, 226-227, 292-293, 294-296, 296-298</p> <p>TG U2: 312-314</p> <p>TG U3: 14-16, 42-44, 46-47, 174-176, 176-177, 262-264, 266-268</p>

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ELAGSE4RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	TG U3: 314-316, 316-317, 332-334
Integration of Knowledge and Ideas	
ELAGSE4RI7 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.	TG U1: 242-244, 244-246, 246-247, 274, 276, 282, 286-287, 292-294, 302-304, 326-327, 346-348 TG U2: 343-344, 346-348 TG U3: 22-24, 187-189, 222-224 TG U4: 253, 342-344
ELAGSE4RI8 Explain how an author uses reasons and evidence to support particular points in a text.	TG U1: 96-97, 137-138, 164-166, 302-304 TG U2: 136-137, 352-354, 356-358 TG U3: 282-284 TG U4: 212-213, 222-223, 242-243, 262-263, 272-274
ELAGSE4RI9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	TG U1: 172-174, 372-374, 376-377, 382-384, 176-177 TG U2: 292-294 TG U3: 132-133, 182-184, 382-384 TG U4: 362-363, 382-384, 386-388
Range of Reading and Level of Text Complexity	
ELAGSE4RI10 By the end of the 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.	TG U1: 45, 172-174, 174-176, 176-177, 285-286, 332-334, 345-347, 132-133, 272, 356-357, 362 TG U2: 275, 285, 335, 345, 355, 365 TG U3: 25, 45, 125, 175, 335, 345, 385 TG U4: 45, 235, 295

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Reading Foundational RF	
Print Concepts Kindergarten and 1st grade only.	
Phonological Awareness Kindergarten and 1st grade only.	
Phonics and Word Recognition	
ELAGSE4RF3 Know and apply grade-level phonics and word analysis skills in decoding words.	
a. 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.	TG U1: FS2-4, FS8-9, FS10-12, FS12-14, FS20-22 TG U2: 232, 242-244, FS2-4, FS4-6, FS8-10, FS10-12, FS12-13, FS15, FS17-19, FS20-22, FS23-24 TG U3: FS5-7, FS23-25 TG U4: FS2-4, FS14-16, FS20, FS23-25
Fluency	
ELAGSE4RF4 Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	TG U1: FS4, FS7, FS10, FS13, FS16, FS19, FS22, FS25, 47, 77, 347 TG U2: FS4, FS7-8, FS10-12, FS14-16, FS19, FS22, FS25 TG U3: FS4, FS7, FS10-12, FS13-15, FS19, FS22, FS25, 27 TG U4: FS4, FS7, FS10, FS13-15, FS19, FS22-24
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TG U1: 17, 27, 67, 127, 157, 167, 187, 217, 247, 287, 297, 317, 327, 357, 367, 377 TG U2: 27, 47, 67, 87, 117, 127, 147, 157, 167, 177, 187, 227, 267, 277, 327 TG U3: 17, 67, 87, 97, 117, 147, 177, 227, 267, 277, 297, 317, 347, 377 TG U4: 17, 27, 67, 87, 117, 127, 157, 167, 177, 227, 267, 297, 317, 327, 347, 357
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG U1: FS17-19, 316-318 TG U2: 25, 96, 162, 172-174 TG U3: 64-66, 144-146, 252-254, 256-258, FS2-3, FS17-19 TG U4: 97, 154, 127, 156, 213, 223, 225, 233, 235, 273, 322

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Writing W	
Text Types and Purpose	
ELAGSE4W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	
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.	TG U2: 218-220, 238-240, 338-340, 348-350 TG U3: 18-20, 38-40, 48-50, 58-60, 192-194 TG U4: 228-230, 238-240, 268-270, 308-310, 368-370
b. Provide reasons that are supported by facts and details.	TG U2: 228-230, 248-250, 268-270, 278-280, 318-320 TG U3: 48-50, 68-70, 118-120, 192-194, 98-100 TG U4: 238-240, 258-260, 278-280, 328-330, 368-370
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	TG U2: 298-300, 358-360, 392-394 TG U3: 68-70, 168-170, 192-194, 395 TG U4: 228-230, 298-300, 392-394
d. Provide a concluding statement or section related to the opinion presented.	TG U1: 72-74 TG U2: 368-370, 392-394, 392-394 TG U3: 148-150, 158-160, 192-194
ELAGSE4W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	TG U1: 18-20, 28-30, 118-120, 218-220, 278-280 TG U3: 218-220, 228-230, 238-240, 348-350, 392-394
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	TG U1: 48-50, 78-80, 88-90, 108-110, 268-270 TG U3: 268-270, 288-290, 328-330, 338-340, 348-350
c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because).	TG U1: 158-160, 238-240 TG U3: 392-394, 396, 308-310
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG U1: 49-51, 89-90, 99-100, 299-300, 318-320 TG U3: 218-220, 258-259, 298-300, 368-370, 392-394

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e. Provide a concluding statement or section related to the information or explanation presented.	TG U1: 168-170, 388-390 TG U3: 260-262, 358-360, 392-394
ELAGSE4W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	TG U2: 18-20, 58-60, 138-140, 158-160 TG U4: 18-20, 28-30, 128-130, 138-140, 192-194
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	TG U2: 38-40, 58-60, 108-110, 192-193, 196 TG U3: 196 TG U4: 38-40, 68-70, 98-100, 192-194
c. Use a variety of transitional words and phrases to manage the sequence of events.	TG U2: 148-150, 88-90, 158-160, 178-180 TG U4: 78-80, 120, 148-150, 192-194
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	TG U2: 68-70, 78-80, 98-100 TG U4: 48-50, 68-70
e. Provide a conclusion that follows from the narrated experiences or events.	TG U2: 128-130, 168-170 TG U4: 100, 120, 158-160, 192-194
Production and Distribution of Writing	
ELAGSE4W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	TG U1: 148-150, 358-360 TG U2: 18-20, 78-80, 188-190 TG U3: 38-40, 118-120, 188-190, 298-300, 308-310, 338-340 TG U4: 308-310, 388-390
ELAGSE4W5 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.)	TG U1: 128-130, 178-180, 278-280, 328-330, 368-370 TG U2: 158-160, 178-180, 288-290, 318-320 TG U3: 158-160, 178-180, 188-190, 338-340, 378-380 TG U4: 18-20, 28-30, 138-140, 178-180, 358-360

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ELAGSE4W6 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.	TG U1: 20, 50, 80, 120, 160, 180, 190, 240, 260, 290, 320-321, 340-341, 370-372, 378-380 TG U2: 30, 50, 70, 90, 110-111, 170-172, 188-190, 220, 240, 260, 300, 320, 340 TG U3: 40, 60, 80, 100, 140, 150, 190, 250, 280, 300, 330, 370, 380 TG U4: 20, 70, 110, 130, 150, 180, 190, 220, 240, 260, 280, 300, 320, 350, 380
Research to Build and Present Knowledge	
ELAGSE4W7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	TG U1: 128-130, 258-260, 277-279, 328-330, 392-394, 396-398 TG U2: 396-398 TG U3: 278-280, 288-290, 298-300 TG U4: 58-60, 258-260, 318-320
ELAGSE4W8 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.	TG U1: 328-330, 392-394, 394-396 TG U3: 248-250, 288-290, 298-300, 318-320, 340 TG U4: 58-60, 258-260, 278-280, 318-320
ELAGSE4W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. 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]”).	TG U2: 48-50, 218-220, 278-280 TG U3: 118-120 TG U4: 28-30, 48-50, 68-70, 148-150
b. 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”).	TG U1: 18, 48, 98, 128, 138, 168, 178, 248, 268, 288, 318, 348, 358, 368-369, 388-390 TG U2: 218-220, 238-240, 298-300, 308-310, 318-320
Range of Writing	
ELAGSE4W10 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.	TG U1: 30, 60, 100, 120, 140, 170, 190, 240, 270, 300, 320, 330, 350, 370, 390 TG U2: 20, 40, 50, 80, 90, 110, 130, 150, 180, 192, 290, 310, 340, 360, 380, 392 TG U3: 40, 60, 90, 110, 130, 160, 190, 192, 360, 290, 300, 330, 350, 392 TG U4: 30, 60, 70, 90, 140, 170, 192, 230, 250, 280, 320, 340, 370, 392

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Speaking and Listening SL	
Comprehension and Collaboration	
ELAGSE4SL1 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.	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	TG U2: 12, 82, 172 TG U3: 52, 222, 262 TG U4: 112, 264
b. Follow agreed-upon rules for discussions and carry out assigned roles.	TG U1: 22, 42, 72, 92, 102, 112, 152, 162, 182, 198, 252, 262, 312, 322, 352, 398 TG U2: 12, 32, 52, 72, 80, 92, 112, 132, 172, 222, 242, 272, 302, 320, 322 TG U3: 12, 42, 52, 82, 122, 142, 162, 182, 222, 232, 252, 262, 282, 290, 352 TG U4: 12, 32, 52, 62, 82, 92, 162, 172, 182, 212, 232, 292, 302, 312, 332
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	TG U1: 42, 242, 320, 362 TG U2: 112, 162, 172, 182, 342, 352 TG U3: 54, 172, 214, 300, 332, 352 TG U4: 64, 114, 144, 260, 290, 292
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	TG U1: 112, 122, 182, 352 TG U2: 292, 362 TG U3: 362 TG U4: 224, 254, 312, 332
ELAGSE4SL2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TG U1: 216, 260-262 TG U2: 260-262 TG U3: 239-240, 249, 289, 299, 309, 384 TG U4: 229, 239, 369
ELAGSE4SL3 Identify the reasons and evidence a speaker provides to support particular points.	TG U2: 300 TG U3: 300 TG U4: 182, 322

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Presentation of Knowledge and Ideas	
ELAGSE4SL4 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.	TG U1: 188-190, 310-311, 330-332 TG U2: 188-190 TG U3: 388-390 TG U4: 58-60, 68-70, 258-260, 298-300
ELAGSE4SL5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	TG U1: 188, 195-196, 222-224 TG U2: 188-190, 194, 394-396 TG U3: 188-190, 194, 394 TG U4: 188-190, 194, 250, 394
ELAGSE4SL6 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 Standard 1 for specific expectations.)	TG U1: 69-70, 367-368, 382-384, 384-386
Language L	
Conventions of Standard English	
ELAGSE4L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	TG U1: 40-42, 60-61, 250-252 TG U2: 120-121, 250-252 TG U4: 40-41, 150-151, 220-221, 240-241, 260-262
b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb aspects.	TG U1: 90-91, 350-352 TG U2: 140-141, 160-161, 350-352 TG U3: 20-21, 140-141, 300-301, 370-372 TG U4: 90-91, 250-251, 320-322
c. Use helping/linking verbs to convey various conditions.	TG U1: 50, 51, 90, 91, 350, 351 TG U2: 140, 141, 160, 161, 350, 351 TG U3: 20, 21, 140, 141, 300, 301, 370, 371 TG U4: 90, 91, 250, 251, 320, 321
d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	TG U1: 80-81 TG U2: 30-32 TG U3: 60-61, 110-111, 130-131, 340-342 TG U4: 20-21, 340-341, 350-352

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e. Form and use prepositional phrases.*	TG U1: 130-131, 330-332 TG U2: 110-112 TG U3: 70-71, 150-151, 350-351, 360-362 TG U4: 80-81, 290-291, 390-392
f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.	TG U1: 110-112, 120-121, 140-141, 220-221, 230-231, 240-241, 290-292 TG U2: 60-61, 70-71, 80-81, 100-101, 110-111, 280-281, 300-301, 320-322 TG U3: 220-221, 237-239, 280-281, 290-292 TG U4: 130-132
g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	TG U1: 190-191 TG U2: 150-152 TG U3: 100-101, 160-162
h. Write legibly in cursive, leaving spaces between letters in a word and between words in a sentence.	TG U2: 198, 398 TG U4: 198, 398
ELAGSE4L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
a. Use correct capitalization.	TG U1: 160-162 TG U2: 190-191, 220-221, 230-231, 240-242 TG U3: 50-52
b. Use commas and quotation marks to mark direct speech and quotations from a text.	TG U1: 170-171, 180-182 TG U2: 40-41, 50-51, 170-171, 260-261, 290-292 TG U3: 80-81, 270-271, 390-392 TG U4: 40-41, 120-121, 230-231, 280-281, 360-362
c. Use a comma before a coordinating conjunction in a compound sentence.	TG U1: 231, 291-293, 301-303 TG U2: 90-91, 310-311, 320-321, 330-331, 340-342 TG U3: 120-121, 190-191, 330-331, 380-382 TG U4: 140-141, 180-181, 270-271, 380-382
d. Spell grade-appropriate words correctly, consulting references as needed.	TG U1: 49, 99, 108, 179, 213, 265, 269, 287, 299-300, 369-370, 371-373, 380-382 TG U2: 360-361, 370-372 TG U3: 310-312 TG U4: 190-191, 310-312

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English Language Arts Georgia Standards of Excellence (GSE)**

English Language Arts Georgia Standards of Excellence (GSE)	ReadyGEN ©2016
Knowledge of Language	
ELAGSE4L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose words and phrases to convey ideas precisely.	TG U1: 106-108 TG U2: 70-71, 80-81, 148-150 TG U3: 368-370 TG U4: 48-50
b. Choose punctuation for effect.	TG U4: 38-40, 361
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	TG U1: 382-384, 386-388 TG U2: 183 TG U3: 183 TG U4: 183
Vocabulary Acquisition and Use	
ELAGSE4L4 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.	
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	TG U1: 42-44, 44-46, 214-216, 313-314, 316-318 TG U2: FS11-13, 124-126 TG U3: 42, 52, 64, 66, 144-146, 146-147, 153, FS2-4 TG U4: 154, 156, FS11-13
b. 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>).	TG U1: FS8-10, FS14-16, FS20-22 TG U2: 232, 242-244, FS2-3, FS14-16, FS20-22, FS25 TG U3: FS5-7, FS14-16, FS23-25 TG U4: FS5-7, FS14-16, FS23, FS25
c. 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.	TG U1: FS15-17, FS17-18, FS23-25 TG U2: 180-181, 224-226, FS11-13, FS18-19, FS21, FS23-25, FS25-27 TG U3: FS3-4, FS11-13, FS25, 272 TG U4: FS2-4, FS8, FS10, FS12-14, FS17-18, FS20, FS22, FS24

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English Language Arts Georgia Standards of Excellence (GSE)	ReadyGEN ©2016
ELAGSE4L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	TG U2: 114-116, 116-118 TG U3: 84-86, 86-87, 134 TG U4: 84, 86-88
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	TG U1: 63, 83, 153, 213, 233, 273, 283, 303, 333-334 TG U2: 94-96, 96-98 TG U3: 73, 103, 263, 283, 303 TG U4: 33, 53, 83, 233, 323, 373
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	TG U1: FS17-19 TG U2: 224-226, 226-228 TG U3: 282, 292, 302, FS17-19 TG U4: 254, 256-258
ELAGSE4L6 Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and words and phrases basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	TG U1: 24, 44, 64, 76, 114, 124, 154, 184, 224, 254, 274, 294, 314, 334, 344 TG U2: 54, 64, 84, 114, 134, 154, 174, 224, 264, 284, 294, 304, 324, 344, 364 TG U3: 24, 74, 104, 134, 174, 214, 234, 254, 264, 274, 334, 354, 364, 374, 384 TG U4: 14, 34, 54, 64, 84, 94, 134, 144, 154, 174, 214, 224, 234, 264, 354