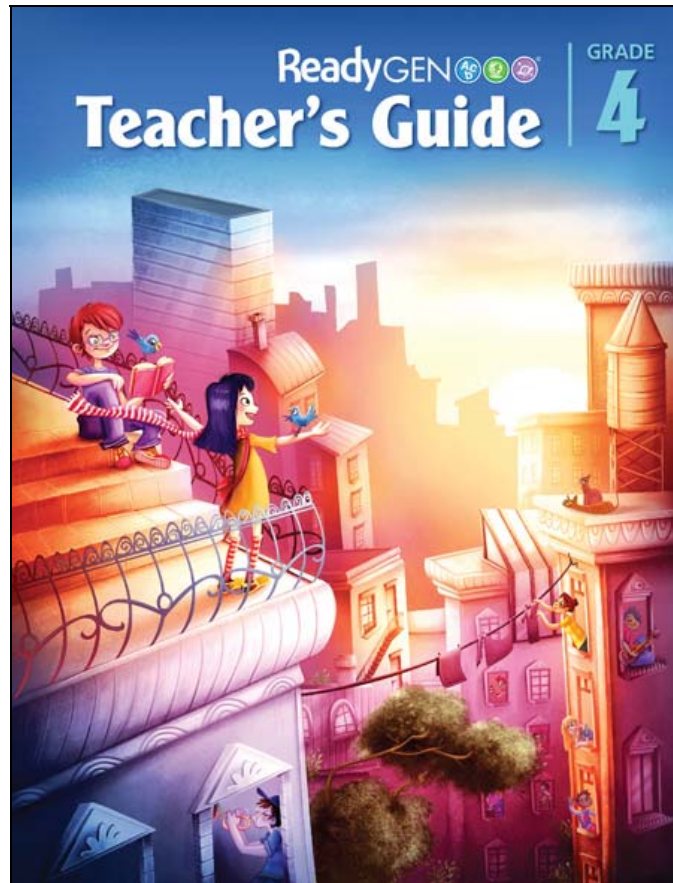


A Correlation of  
**ReadyGEN**  
Grade 4, ©2016



To the  
**Iowa Core**  
**English Language Arts Standards**

# A Correlation of ReadyGEN ©2016, Grade 4 to the Iowa Core English Language Arts Standards

## Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Iowa Core English Language Arts Standards*. 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 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

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

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

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

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

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

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

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.  
**Savvas™** and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

**Table of Contents**

<b>Reading Standards for Literature.....</b>	<b>4</b>
<b>Reading Standards for Informational Text.....</b>	<b>7</b>
<b>Reading Standards: Foundational Skills .....</b>	<b>10</b>
<b>Writing Standards .....</b>	<b>12</b>
<b>Speaking and Listening Standards .....</b>	<b>17</b>
<b>Language Standards .....</b>	<b>20</b>

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

Iowa Core English Language Arts Standards	ReadyGEN ©2016 Grade 4
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
RL.4.IA.1 Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	<p><b>TG U1:</b> 13, 14, 16, 17, 33, 34, 53, 54, 56, 57, 133, 134, 163, 164, 166, 167, 173, 174, 176, 177</p> <p><b>TG U2:</b> 23, 24, 26, 27, 33, 34, 53, 54, 56, 57, 73, 74, 76, 77, 83, 84, 86, 87, 133, 134, 153, 154, 156, 157, 173, 174, 176, 177, 243, 244, 246, 247, 263, 264, 266, 267, 373, 374, 376, 377, 383, 384, 386, 387</p> <p><b>TG U3:</b> 73, 74, 76, 77, 153, 154, 156, 157, 163, 164, 166, 167, 183, 184, 186, 187, 313, 314, 316, 317, 383, 384, 386, 387</p> <p><b>TG U4:</b> 43, 44, 46, 47, 53, 54, 56, 57, 63, 64, 66, 67, 93, 94, 96, 97, 183, 184, 186, 187, 313, 314, 316, 317, 333, 334, 336, 337, 373, 374, 376, 377, 383, 384, 386, 387</p>
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>TG U1:</b> 13, 16, 23, 33, 43, 53, 63, 73, 83, 163, 167, 173, 183</p> <p><b>TG U2:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 213, 223, 243, 253, 263, 363, 373, 383</p> <p><b>TG U3:</b> 72, 73, 74, 75, 76, 77, 82, 83, 92, 93, 102, 103, 104, 106, 107, 173, 182, 183, 292, 293, 302, 303, 304, 312, 313, 374, 375, 376, 377</p> <p><b>TG U4:</b> 13, 23, 33, 36, 37, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 136, 137, 143, 153, 163, 173, 293, 303, 313, 323, 333, 373, 383</p>
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p><b>TG U1:</b> 12, 52</p> <p><b>TG U2:</b> 42, 43, 46, 47, 82, 83, 84, 85, 86, 87, 92, 93, 122, 123, 153, 156, 162, 163, 165, 216, 332, 372, 374, 376, 377</p> <p><b>TG U4:</b> 17, 52, 53, 54, 56, 57, 92, 93, 94, 95, 96, 97, 152, 153, 182, 183, 184, 186, 187, 312, 313, 314, 315, 316, 317, 372, 373, 374, 375</p>

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

Iowa Core English Language Arts Standards	ReadyGEN ©2016 Grade 4
<p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p><b>TG U1:</b> 17, 23, 24, 26, 27, 33, 34, 53, 54, 56, 57, 63, 64, 66, 67, 73, 83, 86, 87  <b>TG U2:</b> 12, 13, 14, 15, 16, 17, 52, 53, 55, 56, 57, 62, 63, 66, 72, 73, 156, 162, 163, 164, 165, 166, 167, 212, 213, 214, 215, 216, 217, 222  <b>TG U3:</b> 92, 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 112, 113, 293, 302, 303, 304, 305, 306, 307  <b>TG U4:</b> 12, 13, 14, 16, 17, 22, 23, 27, 32, 33, 34, 42, 43, 44, 52, 53, 72, 165, 166, 167, 172, 173, 182, 183, 292, 293, 294, 295, 296, 297, 372, 373</p>
<b>Craft and Structure</b>	
<p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p><b>TG U1:</b> 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 77, 83, 84, 174, 184  <b>TG U2:</b> 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 83, 84, 93, 174, 182, 184, 213, 214, 223, 224, 233, 234, 243, 244, 253, 254, 263  <b>TG U3:</b> 83, 84, 103, 104, 105, 106, 107, 124, 125, 126, 127, 134, 142, 143, 144, 145, 146, 147, 294, 313, 383  <b>TG U4:</b> 13, 14, 23, 33, 34, 43, 44, 53, 64, 73, 74, 83, 84, 86, 87, 93, 303, 313, 323, 333, 373, 374, 383, 384</p>
<p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p><b>TG U1:</b> 222, 242, 262  <b>TG U2:</b> 39, 45  <b>TG U3:</b> 72, 92, 94, 95, 96, 97, 112, 113, 114, 115, 116, 117, 122, 123, 142, 143, 152, 153, 212, 282  <b>TG U4:</b> 142, 272, 342, 352</p>
<p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p><b>TG U1:</b> 32, 33, 34, 35  <b>TG U2:</b> 32, 33, 34, 35, 176  <b>TG U3:</b> 143  <b>TG U4:</b> 23, 63, 144, 145, 146, 147, 324, 326, 327</p>

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

<b>Iowa Core English Language Arts Standards</b>	<b>ReadyGEN ©2016 Grade 4</b>
<b>Integration of Knowledge and Ideas</b>	
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<b>TG U3:</b> 184, 186, 187, 313, 384, 386 <b>TG U4:</b> 24, 25, 26, 27, 372, 373
RL.4.8 (Not applicable to literature)	Not applicable according to the Iowa Core English Language Arts Standards
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<b>TG U2:</b> 172, 173, 175, 176, 177, 183, 372, 374, 375, 377, 382, 383, 387 <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 <b>TG U4:</b> 174, 176, 177, 382, 383, 384, 385, 386, 387
<b>Range of Reading and Level of Text Complexity</b>	
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>TG U1:</b> 15, 25, 35, 45, 55, 65, 75, 85, 175, 185, 222, 242, 262 <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 <b>TG U3:</b> 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 295, 305, 315, 375, 385 <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

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

Iowa Core English Language Arts Standards	ReadyGEN ©2016 Grade 4
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
RI.4.IA.1 Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	<p><b>TG U1:</b> 103, 104, 106, 107, 113, 114, 116, 117, 123, 124, 126, 127, 133, 134, 143, 144, 146, 147, 153, 154, 156, 157, 163, 164, 166, 167, 173, 174, 176, 177, 213, 214, 216, 217, 263, 264, 266, 267, 273, 274, 276, 277, 303, 304, 306, 307, 343, 344, 346, 347, 353, 354, 356, 357, 373, 374, 376, 377</p> <p><b>TG U2:</b> 273, 274, 276, 277, 303, 304, 306, 307, 373, 374, 376, 377, 383, 384, 386, 387</p> <p><b>TG U3:</b> 13, 14, 16, 17, 33, 34, 43, 44, 46, 47, 163, 164, 166, 167, 183, 184, 186, 187, 243, 244, 246, 247, 263, 264, 266, 267, 273, 274, 276, 277, 313, 314, 316, 317, 323, 324, 326, 327, 333, 334, 336, 337, 353, 354, 356, 357, 383, 384, 386, 387</p> <p><b>TG U4:</b> 223, 224, 226, 227, 243, 244, 246, 247, 263, 264, 266, 267, 283, 284, 286, 287, 353, 354, 356, 357, 363, 364, 366, 367, 383, 384, 386, 387</p>
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>TG U1:</b> 93, 103, 113, 123, 133, 136, 137, 143, 153, 163, 173, 183, 213, 223, 233, 236, 237, 243, 263, 273, 283, 293, 303, 313, 323, 333, 336</p> <p><b>TG U2:</b> 136, 137, 272, 273, 282, 283, 292, 293, 302, 303, 312, 313, 322, 323, 332, 333, 336, 337, 342, 343, 352, 353, 362, 363, 382, 383, 384</p> <p><b>TG U3:</b> 13, 23, 33, 34, 35, 36, 37, 43, 53, 63, 132, 133, 162, 163, 172, 323, 324, 325, 326, 327, 342, 343, 352, 353, 362, 363, 372, 373, 382, 383</p> <p><b>TG U4:</b> 213, 223, 233, 236, 237, 243, 244, 245, 246, 247, 252, 253, 263, 273, 283, 284, 286, 287, 336, 337, 342, 343, 344, 345, 346, 347</p>
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p><b>TG U1:</b> 122, 123, 124, 125, 126, 127, 142, 143, 144, 146, 147, 214, 215, 216, 217, 232, 233, 242, 243, 253, 262, 263, 282, 283, 292, 293</p> <p><b>TG U2:</b> 272, 273, 274, 275, 276, 277, 304, 305, 306, 307, 322, 323, 324, 325, 326, 327, 342, 343, 344, 345, 346, 347, 353, 356, 357, 362</p> <p><b>TG U3:</b> 22, 23, 42, 43, 162, 163, 164, 165, 166, 167, 222, 223, 232, 233, 242, 243, 244, 246, 247, 374, 376, 377</p> <p><b>TG U4:</b> 212, 213, 214, 215, 216, 217, 222, 223, 224, 225, 226, 227, 232, 233, 236, 237, 242, 243, 262, 263, 264, 265, 266, 267, 272, 273, 282</p>

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

Iowa Core English Language Arts Standards	ReadyGEN ©2016 Grade 4
<p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><b>TG U1:</b> 127, 132, 212, 213, 222, 223, 232, 233, 242, 243, 272, 273, 274, 275, 323, 324, 325, 326, 327  <b>TG U2:</b> 282, 283, 286, 287, 302, 303, 322, 323, 332, 333, 334, 335, 336, 337, 347  <b>TG U3:</b> 13, 14, 15, 16, 17, 22, 23, 24, 32, 33, 34, 35, 42, 43, 53, 62, 63, 212, 213, 222, 223, 272, 273, 274, 276, 277, 322, 323, 324, 327, 342  <b>TG U4:</b> 212, 213, 222, 223, 226, 227, 232, 233, 242, 243, 246, 262, 263, 266, 272, 273, 283, 342, 343, 344, 345, 346, 347, 352, 353</p>
<p><b>Craft and Structure</b></p>	
<p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	<p><b>TG U1:</b> 93, 94, 103, 104, 113, 114, 123, 124, 133, 134, 135, 143, 144, 316, 317, 324, 333, 334, 335, 343, 344, 353, 354, 364, 365, 366, 367  <b>TG U2:</b> 273, 274, 283, 284, 294, 295, 296, 303, 304, 313, 314, 323, 324, 334, 343, 344, 353, 354, 363, 364, 366, 384  <b>TG U3:</b> 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 65, 66, 67, 134, 253, 254, 255, 256, 257, 263, 264, 273, 274, 283, 284, 314, 323, 324  <b>TG U4:</b> 213, 214, 223, 224, 233, 234, 235, 243, 244, 253, 254, 257, 263, 264, 273, 274, 283, 284, 344, 354, 363, 364, 383, 384</p>
<p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p><b>TG U1:</b> 103, 105, 106, 107, 153, 154, 155, 156, 157, 223, 225, 226, 227, 264, 265, 266, 267, 283, 284, 285, 286, 287, 293, 323, 352, 354  <b>TG U2:</b> 312, 314, 315, 316, 317  <b>TG U3:</b> 13, 14, 15, 16, 17, 37, 44, 45, 46, 47, 62, 174, 176, 177, 262, 263, 264, 265, 266, 267, 312, 313, 316, 322, 342, 352, 353, 354, 355</p>
<p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p><b>TG U1:</b> 363, 367  <b>TG U3:</b> 172, 173, 174, 176, 312, 313, 314, 315, 316, 317, 332, 333, 334, 362, 363</p>



**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

<b>Iowa Core English Language Arts Standards</b>	<b>ReadyGEN ©2016 Grade 4</b>
<b>Integration of Knowledge and Ideas</b>	
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<p><b>TG U1:</b> 242, 243, 244, 245, 246, 247, 274, 282, 283, 286, 287, 292, 293, 295, 296, 297, 302, 303, 305</p> <p><b>TG U2:</b> 323, 333, 343, 346, 347, 353</p> <p><b>TG U3:</b> 13, 16, 17, 23, 24, 25, 26, 27, 33, 43, 163, 187, 222, 223, 224, 225, 226, 227, 233, 243, 262, 263, 317, 322, 323, 373, 383</p> <p><b>TG U4:</b> 223, 253, 263, 272, 273, 282, 283, 286, 343, 362</p>
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	<p><b>TG U1:</b> 96, 97, 164, 165, 166, 167, 303, 305, 332, 333</p> <p><b>TG U2:</b> 352, 353, 356, 357, 363</p> <p><b>TG U3:</b> 36, 136, 263, 282, 283</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</p>
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<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>
<b>Range of Reading and Level of Text Complexity</b>	
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p><b>TG U1:</b> 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p><b>TG U2:</b> 275, 285, 295, 305, 315, 325, 335, 345, 355, 385</p> <p><b>TG U3:</b> 15, 25, 35, 45, 55, 65, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 325, 335, 345, 355, 365, 375, 385</p> <p><b>TG U4:</b> 215, 225, 235, 245, 255, 265, 275, 285, 345, 355, 365, 385</p>

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

Iowa Core English Language Arts Standards	ReadyGEN ©2016 Grade 4
<b>Reading Standards: Foundational Skills</b>	
<b>Phonics and Word Recognition</b>	
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<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> 62, 72, 82, 92, 102, FS5-FS7</p> <p><b>TG U3:</b> 62, 72, 82, 92, 102, 162, 172, 182, 212, 222, 232, 242, 252, 253, 362, 372, 382, FS2-FS7, FS11-FS16, 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, 362, 372, 382, FS2-FS7, FS14-FS16, FS20-FS25</p>
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.	<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, 112, 122, 132, 142, 152, 162, 212, 222, 232, 382, 392, FS2-FS4, FS8-FS10, FS14-FS25</p> <p><b>TG U3:</b> 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 382, FS5-FS16, FS20-FS25</p> <p><b>TG U4:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 212, 222, 232, 242, 252, 353, 362, 372, 382, FS2-FS7, FS14-FS16, FS20-FS25</p>
<b>Fluency</b>	
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	<p><b>TG U1:</b> 27, 87, 117, 157, 177, 217, 227, 267, 277, 297, 317, 357, 387</p> <p><b>TG U2:</b> 25, 27, 47, 77, 117, 147, 177, 247, 277, 317, 347, 367, 377, 387</p> <p><b>TG U3:</b> 77, 97, 117, 187, 217, 277, 317, 347, 377</p> <p><b>TG U4:</b> 17, 27, 67, 77, 87, 97, 117, 127, 157, 167, 177, 217, 247, 277, 287, 327, 347, 367, 387</p>

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

Iowa Core English Language Arts Standards	ReadyGEN ©2016 Grade 4
a. Read on-level text with purpose and understanding.	<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</p> <p><b>TG U2:</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</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, 282, 292, 302, 312</p> <p><b>TG U4:</b> 12, 22, 32, 42, 47, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 187, 212, 222, 232, 242, 252, 262, 272, 282, 292</p>
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p><b>TG U1:</b> 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 217, 222, 227, 242, 247, 262, 267, 277, 287, 297, 317, 327, 347, 357</p> <p><b>TG U2:</b> 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 155, 157, 167, 177, 187, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387</p> <p><b>TG U3:</b> 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387</p> <p><b>TG U4:</b> 17, 27, 67, 77, 87, 97, 117, 127, 157, 167, 177, 217, 227, 267, 277, 297, 317, 347, 357, 377, 387</p>
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><b>TG U1:</b> FS4, FS7, FS10, FS13, FS16, FS19, FS22, FS25</p> <p><b>TG U2:</b> 125, 225, 295, 317</p> <p><b>TG U3:</b> 277, 317, FS2-FS4, FS17-FS19</p> <p><b>TG U4:</b> 67, 97, 127, 167, 217, 277, 347, 387</p>

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

Iowa Core English Language Arts Standards	ReadyGEN ©2016 Grade 4
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<p><b>TG U1:</b> 37</p> <p><b>TG U2:</b> 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 258, 259, 260, 268, 269, 270, 278, 279, 280, 288, 289, 290, 298, 299</p> <p><b>TG U3:</b> 10, 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 88, 89, 90, 98, 99, 100, 108, 109, 110, 118, 119, 120</p> <p><b>TG U4:</b> 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 258, 259, 260, 268, 269, 270, 278, 279, 280, 288, 289, 290, 298, 299</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.	<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>
b. Provide reasons that are supported by facts and details.	<p><b>TG U1:</b> 37</p> <p><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</p> <p><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</p> <p><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>
c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).	<p><b>TG U2:</b> 298, 299, 300, 358, 359, 360</p> <p><b>TG U3:</b> 68, 69, 70, 168, 169, 170, 192, 196</p> <p><b>TG U4:</b> 228, 230, 298, 299, 300, 368, 369, 370, 392</p>
d. Provide a concluding statement or section related to the opinion presented.	<p><b>TG U2:</b> 368, 369, 370, 392, 396</p> <p><b>TG U3:</b> 100, 128, 148, 149, 150, 158, 159, 160, 192, 196</p> <p><b>TG U4:</b> 279, 280, 288, 289, 290, 338, 339, 340, 369, 370, 392</p>

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

<b>Iowa Core English Language Arts Standards</b>	<b>ReadyGEN ©2016 Grade 4</b>
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>TG U1:</b> 38, 39, 40, 58, 59, 60, 138, 139, 140, 188, 189, 190, 192, 378, 379, 380, 392 <b>TG U3:</b> 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 258, 259, 260, 278, 279, 280, 288, 289, 290, 308, 309, 310, 318, 319
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.	<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
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<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
c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).	<b>TG U1:</b> 158, 159, 160, 238, 239, 240 <b>TG U3:</b> 308, 309, 310, 392, 394, 396
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<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
e. Provide a concluding statement or section related to the information or explanation presented.	<b>TG U1:</b> 168, 169, 170, 192, 388, 389, 390, 392 <b>TG U3:</b> 358, 359, 360, 392, 396

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

<b>Iowa Core English Language Arts Standards</b>	<b>ReadyGEN ©2016 Grade 4</b>
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>TG U2:</b> 18, 19, 20, 28, 29, 30, 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 88, 89, 90, 108, 109, 110, 118, 119, 120, 128, 129, 130, 192, 193, 194, 195, 196, 197, 198, 199 <b>TG U4:</b> 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 88, 89, 90, 98, 99, 100, 108, 109, 110, 118, 119, 120, 128, 129, 130, 138, 139, 140, 148, 149, 150, 158, 159, 160
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>TG U2:</b> 18, 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.	<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.	<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.	<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
e. Provide a conclusion that follows from the narrated experiences or events.	<b>TG U2:</b> 28, 129, 130, 168, 169, 170 <b>TG U4:</b> 100, 119, 120, 158, 159, 160, 192, 196

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

Iowa Core English Language Arts Standards	ReadyGEN ©2016 Grade 4
<b>Production and Distribution of Writing</b>	
W.4.4 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.)	<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</p> <p><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</p> <p><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</p> <p><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>
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	<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</p> <p><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</p> <p><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</p> <p><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>
W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<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</p> <p><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</p> <p><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</p> <p><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>

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

<b>Iowa Core English Language Arts Standards</b>	<b>ReadyGEN ©2016 Grade 4</b>
<b>Research to Build and Present Knowledge</b>	
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>TG U1:</b> 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
W.4.8 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.	<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
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>TG U1:</b> 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 328, 338, 348, 358, 368, 378, 388 <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 <b>TG U3:</b> 78, 79, 88, 89, 98, 99, 100, 110, 118, 119, 128, 129, 130, 138, 139, 158, 168 <b>TG U4:</b> 18, 28, 38, 48, 58, 59, 68, 78, 88, 98, 108, 118, 119, 120, 128, 298, 318, 328, 329, 330, 338, 348, 349, 350, 378, 390
a. Apply <i>grade 4 Reading standards</i> 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].").	<b>TG U1:</b> 68, 69, 70 <b>TG U2:</b> 18, 28, 48, 58, 68, 98, 108, 128, 138, 148, 158, 168, 178, 188, 228, 238, 248, 258, 268, 374, 376 <b>TG U3:</b> 78, 88, 89, 98, 99, 108, 109, 118, 119, 120 <b>TG U4:</b> 28, 59, 68, 78, 88, 89, 108, 128, 148, 158, 168, 374, 376
b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	<b>TG U1:</b> 388, 389, 390 <b>TG U2:</b> 278, 288, 298, 308, 328, 348 <b>TG U3:</b> 228, 229, 238, 248, 268, 269, 270, 278, 279, 280, 288, 318, 328, 338 <b>TG U4:</b> 284, 286



**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

Iowa Core English Language Arts Standards	ReadyGEN ©2016 Grade 4
<b>Range of Writing</b>	
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<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</p> <p><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</p> <p><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</p> <p><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>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
SL.4.1 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.	<p><b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382</p> <p><b>TG U2:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 192, 212, 222, 232, 242, 252, 262, 272, 282, 302, 312</p> <p><b>TG U3:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272, 282, 292</p> <p><b>TG U4:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382</p>

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

<b>Iowa Core English Language Arts Standards</b>	<b>ReadyGEN ©2016 Grade 4</b>
<p>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.</p>	<p><b>TG U1:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313  <b>TG U2:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 323, 333, 343, 353, 363, 373, 383  <b>TG U3:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 323, 333, 343, 353, 363, 373, 383, 393  <b>TG U4:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313</p>
<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>TG U1:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 244, 254, 264, 274, 284, 294, 304, 314, 324  <b>TG U2:</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  <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  <b>TG U4:</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>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.</p>	<p><b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382  <b>TG U2:</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  <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, 272, 282, 292, 302  <b>TG U4:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382</p>

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

<b>Iowa Core English Language Arts Standards</b>	<b>ReadyGEN ©2016 Grade 4</b>
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<p><b>TG U1:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 244, 254, 264, 274, 284, 294, 304, 314, 324</p> <p><b>TG U2:</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 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, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p>
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p><b>TG U1:</b> 216</p> <p><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</p> <p><b>TG U4:</b> 223, 227, 229, 253, 263, 297</p>
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	<p><b>TG U2:</b> 230, 250, 270, 280, 300, 310, 320, 330</p> <p><b>TG U3:</b> 112, 113, 140, 150, 230, 270, 282, 283, 290</p> <p><b>TG U4:</b> 30, 60, 90, 120, 130, 182, 183, 322, 323</p>
<b>Presentation of Knowledge and Ideas</b>	
SL.4.IA.4 Perform dramatic readings and presentations.	<p><b>TG U1:</b> 184, 188, 189, 190, 198, 378, 379, 380, 398</p> <p><b>TG U2:</b> 33, 189, 190, 388, 389, 390</p> <p><b>TG U3:</b> 188, 189, 190, 389, 390</p> <p><b>TG U4:</b> 188, 189, 190, 198, 211, 388, 390</p>

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

Iowa Core English Language Arts Standards	ReadyGEN ©2016 Grade 4
SL.4.4 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.	<p><b>TG U1:</b> 17, 27, 47, 87, 97, 107, 117, 127, 147, 157, 167, 187, 217, 227, 247, 267, 287, 297, 307, 317, 327, 347, 357, 367, 377</p> <p><b>TG U2:</b> 17, 27, 47, 57, 77, 87, 147, 157, 177, 217, 247, 267, 277, 287, 307, 317, 327, 347, 357, 377, 387</p> <p><b>TG U3:</b> 17, 27, 36, 37, 47, 77, 136, 137, 167, 177, 187, 236, 237, 277, 287, 307, 317, 327, 336, 337, 357, 377, 387</p> <p><b>TG U4:</b> 17, 27, 47, 72, 82, 93, 122, 127, 217, 227, 247, 267, 287, 297, 307, 317, 327, 347, 357, 367, 377</p>
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<p><b>TG U1:</b> 194, 222, 380</p> <p><b>TG U2:</b> 188, 189, 190, 194, 198, 388, 389, 390</p> <p><b>TG U3:</b> 188, 189, 190, 194, 198, 280, 300, 394, 398</p> <p><b>TG U4:</b> 194, 198, 390, 394, 398</p>
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	<p><b>TG U1:</b> 384, 386</p> <p><b>TG U4:</b> 398</p>
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<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</p> <p><b>TG U2:</b> 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 221, 241, 251, 261, 274, 275, 276, 277, 291, 301, 311</p> <p><b>TG U3:</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</p> <p><b>TG U4:</b> 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 221, 241, 251, 261, 274, 275, 276, 277, 291, 301, 311</p>

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

<b>Iowa Core English Language Arts Standards</b>	<b>ReadyGEN ©2016 Grade 4</b>
a. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).	<b>TG U1:</b> 41, 61 <b>TG U2:</b> 120, 121 <b>TG U3:</b> 40, 41, 170, 171, 230, 231, 240, 241, 250, 251 <b>TG U4:</b> 40, 41, 150, 151, 220, 221, 240, 241, 260, 261, 370, 371
b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.	<b>TG U1:</b> 91, 351 <b>TG U2:</b> 140, 141, 160, 161, 350, 351 <b>TG U3:</b> 20, 21, 140, 141, 300, 301, 370, 371 <b>TG U4:</b> 90, 91, 250, 251, 320, 321
c. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.	<b>TG U1:</b> 101, 151, 321, 361 <b>TG U3:</b> 30, 31, 90, 91, 260, 261, 320, 321 <b>TG U4:</b> 110, 111, 300, 301, 330, 331
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> ).	<b>TG U1:</b> 81 <b>TG U2:</b> 20, 21, 30, 31 <b>TG U3:</b> 60, 61, 110, 111, 130, 131, 340, 341 <b>TG U4:</b> 20, 21, 340, 341, 350, 351
e. Form and use prepositional phrases.	<b>TG U1:</b> 131, 331 <b>TG U2:</b> 110, 111 <b>TG U3:</b> 70, 71, 150, 151, 350, 351, 360, 361 <b>TG U4:</b> 80, 81, 290, 291, 390, 391
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	<b>TG U1:</b> 111, 121, 141, 221, 231, 241, 281, 291, 301, 311 <b>TG U2:</b> 70, 71, 80, 81, 100, 101, 300, 301, 320, 321 <b>TG U3:</b> 220, 221, 280, 281, 290, 291 <b>TG U4:</b> 130, 131
g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).*	<b>TG U1:</b> 191, 371, 391 <b>TG U2:</b> 150, 151 <b>TG U3:</b> 100, 101, 160, 161

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

Iowa Core English Language Arts Standards	ReadyGEN ©2016 Grade 4
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>TG U1:</b> 178, 179, 180, 368, 370 <b>TG U2:</b> 40, 41, 50, 51, 170, 171, 190, 191, 220, 221, 230, 231, 240, 241, 260, 261, 280, 281, 290, 291, 330, 331, 360, 361, 370, 371, 378, 379, 380, 381 <b>TG U3:</b> 51, 81, 121, 178, 179, 181, 191, 271, 311, 331, 381, 391 <b>TG U4:</b> 121, 141, 161, 178, 179, 180, 181, 191, 231, 271, 281, 311, 361, 381
a. Use correct capitalization.	<b>TG U1:</b> 161, 178, 180, 369, 370 <b>TG U2:</b> 190, 191, 220, 221, 230, 231, 240, 241 <b>TG U3:</b> 50, 51
b. Use commas and quotation marks to mark direct speech and quotations from a text.	<b>TG U1:</b> 171, 181 <b>TG U2:</b> 40, 41, 50, 51, 170, 171, 260, 261, 290, 291 <b>TG U3:</b> 80, 81, 270, 271, 390, 391 <b>TG U4:</b> 40, 43, 100, 120, 121, 230, 231, 280, 281, 360, 361
c. Use a comma before a coordinating conjunction in a compound sentence.	<b>TG U1:</b> 111 <b>TG U2:</b> 90, 91, 311, 321, 331, 341, 360, 361 <b>TG U3:</b> 120, 121, 180, 181, 190, 191, 330, 331, 380, 381 <b>TG U4:</b> 140, 141, 180, 181, 270, 271, 380, 381
d. Spell grade-appropriate words correctly, consulting references as needed.	<b>TG U1:</b> 178, 180, 368, 369, 370, 381 <b>TG U2:</b> 181, 370, 371, 380, 381 <b>TG U3:</b> 310, 311 <b>TG U4:</b> 190, 191, 310, 311

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

Iowa Core English Language Arts Standards	ReadyGEN ©2016 Grade 4
<b>Knowledge of Language</b>	
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p><b>TG U1:</b> 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156, 166, 176, 186, 216, 226, 236, 246, 256, 266, 276, 286, 296, 306, 316</p> <p><b>TG U2:</b> 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156, 166, 176, 186, 216, 226, 236, 246, 256, 266, 276, 286, 296, 306, 316</p> <p><b>TG U3:</b> 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156, 326, 336, 346, 356, 366, 376, 386</p> <p><b>TG U4:</b> 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156, 326, 336, 346, 356, 366, 376, 386, 396</p>
a. Choose words and phrases to convey ideas precisely.*	<p><b>TG U1:</b> 74</p> <p><b>TG U2:</b> 68, 69, 70, 78, 79, 80, 148, 149, 150</p> <p><b>TG U3:</b> 64, 65, 66, 67, 124, 125, 126, 127, 258, 259, 260, 364, 365, 366, 367, 368, 369, 370</p> <p><b>TG U4:</b> 23, 33, 66, 124, 126, 127, 274, 275, 276, 277</p>
b. Choose punctuation for effect.*	<p><b>TG U2:</b> 281</p> <p><b>TG U4:</b> 34, 38, 40, 41, 43</p>
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).	<p><b>TG U1:</b> 384, 385, 386</p>
<b>Vocabulary Acquisition and Use</b>	
L.4.4 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.	<p><b>TG U1:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 213, 223, 233, 253, 263, 273, 293, 303, 333, 343, 353</p> <p><b>TG U2:</b> 13, 23, 33, 43, 53, 73, 93, 103, 113, 123, 133, 143, 153, 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313, 323, 343, 353</p> <p><b>TG U3:</b> 13, 23, 33, 43, 53, 63, 73, 83, 103, 143, 153, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 303, 323, 333, 343, 353, 383</p> <p><b>TG U4:</b> 13, 23, 33, 43, 53, 73, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293, 294, 303, 304</p>

**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

Iowa Core English Language Arts Standards	ReadyGEN ©2016 Grade 4
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<p><b>TG U1:</b> 14, 24, 34, 44, 45, 46, 47, 54, 64, 74, 84, 94, 104, 114, 124, 294, 304, 314, 324, 334, 344, 354, 363, 364, 374, 384</p> <p><b>TG U2:</b> 93, 113, 162, 172, 182, FS11–FS13</p> <p><b>TG U3:</b> 144, 145, 146, 147, 153, 163, 254, 255, 256, 257, 343, 353, 373, 383</p> <p><b>TG U4:</b> 154, 155, 156, 157, 213, 223, 243, 263, 273, 312, 323, 383</p>
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> ).	<p><b>TG U1:</b> FS8–FS10, FS14–FS16, FS20–FS25</p> <p><b>TG U2:</b> 12, 22, 32, 42, 52, 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, FS2–FS4, FS14–FS16, FS20–FS22</p> <p><b>TG U3:</b> 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 362, 372, 382, FS5–FS16, FS23–FS25</p> <p><b>TG U4:</b> 212, 222, 232, 242, 252, 362, 372, 382, FS5–FS7, FS14–FS16, FS23–FS25</p>
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.	<p><b>TG U1:</b> 213, 381, FS15, FS17, FS18, FS23–FS25</p> <p><b>TG U2:</b> 180, 181, 224, 371, 381, 390, 391, FS3, FS6, FS9, FS11–FS14, FS16, FS18, FS19, FS21, FS23</p> <p><b>TG U3:</b> 63, 64, 292, 311, 312, 322, 343, 352, 370, 392, FS2, FS3, FS6, FS7, FS11–FS24</p> <p><b>TG U4:</b> 213, 234, 262, 272, 292, 302, 322, 352</p>
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p><b>TG U1:</b> 96, 103</p> <p><b>TG U2:</b> 53, 63, 97, 112, 113, 114, 115, 116, 117, 118, 119, 124, 126, 127, 233, 254, 255, 256, 257, 263</p> <p><b>TG U3:</b> 82, 83, 134, 135, 273, 283, 297, 303</p> <p><b>TG U4:</b> 53, 63, 73, 83, 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>
a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.	<p><b>TG U2:</b> 33, 113, 114, 115, 116, 117, 118, 119</p> <p><b>TG U3:</b> 53, 54, 56, 57, 84, 85, 86, 87, 113, 134, 135, 283</p> <p><b>TG U4:</b> 63, 73, 84, 85, 86, 87, 93</p>



**A Correlation of ReadyGEN ©2016, Grade 4 to the  
Iowa Core English Language Arts Standards**

<b>Iowa Core English Language Arts Standards</b>	<b>ReadyGEN ©2016 Grade 4</b>
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	<p><b>TG U1:</b> 63, 83, 153, 213, 273, 283, 303, 333</p> <p><b>TG U2:</b> 87, 94, 95, 96, 97, 103, 123, 143, 283, 313, 343</p> <p><b>TG U3:</b> 73, 103</p> <p><b>TG U4:</b> 33, 53, 67, 83, 97, 323, 373</p>
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<p><b>TG U1:</b> 334, 335, FS17–FS19</p> <p><b>TG U2:</b> 224, 226, 227</p> <p><b>TG U3:</b> 124, 126, 127, 262, 272, 282, 292, 302, FS17–FS19</p> <p><b>TG U4:</b> 254, 255, 256, 257</p>
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	<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>