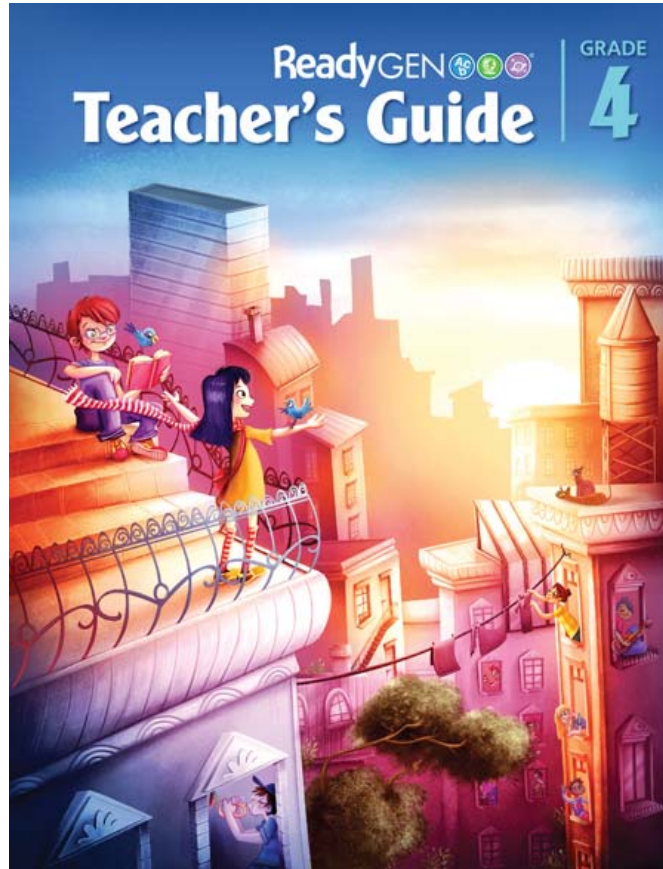


A Correlation of

**ReadyGEN**

©2016



To the

**Kansas College and Career  
Ready Standards  
Grade 4**

# A Correlation of ReadyGEN ©2016 to the Kansas College and Career Ready Standards, Grade 4

## Introduction

This document demonstrates how *ReadyGEN*, ©2016 meets Kansas College and Career Ready 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 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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<b>Anchor Standards* for Literacy Learning</b>	
<b>College and Career Readiness Anchor Standards for Literacy Learning</b>	
<b>Literacy Learning</b>	
<p><b>1</b>  Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.</p>	<p>This objective is addressed throughout the text. See the following:</p> <p><b>TG U1:</b> 14, 80, 128-130, 160, 174, 198, 244, 258-260, 290, 294, 328-330, 340, 354, 392-399, 398</p> <p><b>TG U2:</b> 24, 50, 64, 90, 104, 110, 144, 170, 174, 220, 224, 300, 304, 320, 398</p> <p><b>TG U3:</b> 14, 80, 94, 100, 174, 194, 214, 250, 274, 278-280, 280, 298-300, 314, 380, 394</p> <p><b>TG U4:</b> 20, 58-60, 130, 144, 180, 254, 258-260, 284, 300, 314, 318-320, 334, 350, 374, 394</p>
<p><b>2</b>  Use meta-cognitive strategies to monitor literacy learning progress.</p>	<p><b>TG U1:</b> 3, 45, 47, 63, 117, 134, 177, 191, 247, 297, 305, 347, FS17, TR10, TR58</p> <p><b>TG U2:</b> 25, 77, 87, 96, 125, 147, 225, 227, 247, 290, 328, 330, TR58</p> <p><b>TG U3:</b> 65, 66, 145-147, 158, 177, 243, 254, 255-257, 377, FS2, FS4, FS17, FS18, TR10, TR58</p> <p><b>TG U4:</b> 3, 97, 127, 242, 225, 305, 323, TR10, TR58</p> <p>For related content, please see:</p> <p><b>TG U1:</b> 14, 80, 174, 294, 328-330, 340, 354, 398</p> <p><b>TG U2:</b> 24, 50, 64, 144, 300, 304, 320, 398</p> <p><b>TG U3:</b> 100, 174, 194, 214, 250, 280, 314, 380, 394</p> <p><b>TG U4:</b> 20, 58-60, 130, 258-260, 284, 300, 314, 318-320, 334, 350</p>

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<p><b>3</b>  Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.</p>	<p>Correlation includes all five essential components of reading but not necessarily in the same order the objective presents.</p> <p>This objective is addressed throughout the text. See the following:</p> <p><b>TG U1:</b> 7, 27, 87, 117, 139, 177, 207, 227, 317, 340, 387, 394, FS4, FS13, FS25  <b>TG U2:</b> 7, 27, 77, 99, 117, 140, 177, 194, 207, 277, 339, 367, FS4, FS7, FS10, FS25  <b>TG U3:</b> 7, 97, 119, 140, 187, 260, 317, 338, 347, 359, 377, FS10, FS15, FS19, FS22  <b>TG U4:</b> 7, 67, 100, 127, 217, 250, 277, 280, 338, 347, 394, FS10, FS13, FS19, FS24</p>
<p><b>4</b>  Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.</p>	<p>This objective is addressed throughout the text. See the following:</p> <p><b>TG U1:</b> 78-80, 112-114, 132, 162-164, 187, 216, 262-263, 268-270, 278-280, 303, 333, 358-360, 380-381, FS10, FS13  <b>TG U2:</b> 26-27, 68-70, 102, 115-117, 127, 148-150, 157, 268-270, 275-277, 283, 305-307, 313, 330, FS10, FS14  <b>TG U3:</b> 35-37, 52-53, 75-77, 85-87, 102-104, 172, 198, 232-233, 283, 288-290, 303, 367, 377, FS10, FS13  <b>TG U4:</b> 45-47, 78-80, 98-100, 152, 178-180, 227, 255-257, 265-267, 286, 305-307, 342-343, 378-380, 394, FS19, FS25</p>
<p><b>5</b>  Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.</p>	<p>This objective is addressed throughout the text. See the following:</p> <p><b>TG U1:</b> 24, 46, 64, 85, 135, 154, 185-187, 224, 255-257, 274, 297, 344, 381, FS12, FS13  <b>TG U2:</b> 54, 81, 115-117, 124, 174, 225, 253, 255-257, 293, 303, 324, 343, FS5, FS11, FS13  <b>TG U3:</b> 25, 55-57, 65, 85-87, 134, 145, 174, 254, 263, 274, 384, FS2, FS3, FS4  <b>TG U4:</b> 14, 64, 84, 85-87, 134, 153, 155, 175, 213, 234, 273, 304, 305-307, 325, 355-357</p>


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Kansas College and Career Ready Standards	ReadyGEN ©2016
<b>Anchor Standards* for Reading</b>	
<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>Key Ideas and Details</b>	
<p><b>1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><b>TG U1:</b> 22, 62, 92-94, 96-97, 112-114, 115-117, 132, 152, 162-164, 183, 222, 262, 305-307, 322, 382  <b>TG U2:</b> 12, 23-24, 26-27, 82, 142, 172, 212, 233, 242-244, 245-247, 262, 302-304, 313, 332, 362-364  <b>TG U3:</b> 12-13, 35-37, 52, 72-74, 82, 102-104, 112-114, 115-117, 132, 172, 212-213, 222, 242-243, 252-253, 382  <b>TG U4:</b> 42-44, 45-47, 62, 84, 102, 112, 212, 224, 242-244, 245-247, 286, 312, 332-334, 344, 352-354</p>
<p><b>2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>TG U1:</b> 122-124, 125-127, 142-144, 145-147, 262-263, 342-344, 345-347  <b>TG U2:</b> 42-44, 45-47, 82-84, 85-87, 92-93, 272-274, 275-277, 322-324, 325-327, 332, 342-344, 345-347  <b>TG U3:</b> 22-23, 82, 162-164, 165-167, 232-233, 236, 242-244, 245-247  <b>TG U4:</b> 52-54, 55-57, 92-94, 95-97, 225-227, 232-233, 265-267, 282-284, 285-287, 312-314, 315-317, 364, 365-367, 372-374, 375-376</p>
<p><b>3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p><b>TG U1:</b> 12-14, 15-17, 22-24, 25-27, 52-54, 55-57, 272-274, 275-277, 322-324, 325-327  <b>TG U2:</b> 12-14, 15-17, 62-64, 65-67, 142-144, 145-147, 152-154, 155-157, 282-284, 285-287, 332-334, 335  <b>TG U3:</b> 32-34, 35, 92-94, 112-114, 115-117, 152-154, 155-157, 212-213, 272-273, 322-323, 342-344, 346-347  <b>TG U4:</b> 12-13, 72-74, 75-77, 102-104, 105-107, 112-113, 344, 345-347</p>

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<b>Kansas College and Career Ready Standards</b>	<b>ReadyGEN ©2016</b>
<b>Craft and Structure</b>	
<b>4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	This objective is addressed throughout the text. See the following:  <b>TG U1:</b> 42-44, 45-47, 313, 316, 319 <b>TG U2:</b> 125, 223, 224, 225, 253, 254, 343, 364, 365-366 <b>TG U3:</b> 142-144, 145-147, 254, 255-257, 333, 345-347, 367 <b>TG U4:</b> 234, 235, 254, 303, 304, 305-307, 322-324, 325-327
<b>5</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<b>TG U1:</b> 102-104, 105-107, 152-154, 155-157, 222-224, 225-227, 292-294, 295-297 <b>TG U2:</b> 44, 45, 312-314, 315-317 <b>TG U3:</b> 14, 15-17, 42-44, 45-47, 72, 133, 173, 174, 176-177, 262-264, 265-267, 303 <b>TG U4:</b> 142, 152, 174, 175-176, 352, 372
<b>6</b> Assess how point of view or purpose shapes the content and style of a text.	<b>TG U1:</b> 32-34, 35 <b>TG U2:</b> 32-34, 35, 72-74, 75-77, 176 <b>TG U3:</b> 103, 143, 312-314, 315-317, 332-334 <b>TG U4:</b> 63, 144, 145-147, 326
<b>Integration of Knowledge and Ideas</b>	
<b>7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	<b>TG U1:</b> 161, 188, 199, 216, 242-244, 260, 274, 276, 282, 286-287, 292-294, 295-297, 346, 384, TR9 <b>TG U2:</b> 28, 177, 260, 273, 307, 323, 387, TR9 <b>TG U3:</b> 22-24, 25-27, 30, 39, 81, 177, 188, 225-227, 239, 249, 289, 299, 309, TR9, FS20 <b>TG U4:</b> 24, 25-27, 227, 239, 253, 263, 273, 287, 328, 329, 342-344, 369, TR9

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<p><b>8</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>Not applicable to literature according to the Kansas College and Career Ready Standards</p> <p>This objective is applicable to informational text. See the following:</p> <p><b>TG U1:</b> 159, 164, 165-167, 302-304, 305, 367  <b>TG U2:</b> 36, 219, 230, 228, 248, 249, 250, 278, 353, 357, 368, 388, 390, TR48  <b>TG U3:</b> 78, 98, 158, 233, 282-284, 285-287, 314, 330  <b>TG U4:</b> 3, 83, 212-213, 218, 222-224, 225-227, 272-273, 298, 308, 313, 319, 320, FS24</p>
<p><b>9</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p><b>TG U1:</b> 172-174, 175-177, 182-183, 372-374, 376-377, 382-384  <b>TG U2:</b> 172-174, 175-177, 292-294, 295-297, 372-374, 376-377, 382-384, 385-387  <b>TG U3:</b> 132-133, 167, 173, 182-184, 185-187, 382-384, 385-387  <b>TG U4:</b> 182-184, 185-187, 362-364, 366-367, 382-384, 385-387</p>
<b>Range of Reading and Level of Text Complexity</b>	
<p><b>10</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p><b>TG U1:</b> 15, 35, 45, 95, 115, 125, 145, 165, 185, 215, 245, 275, 305, 335, 375  <b>TG U2:</b> 25, 45, 65, 105, 125, 145, 165, 235, 265, 275, 285, 305, 325, 335, 365  <b>TG U3:</b> 25, 65, 95, 115, 135, 145, 155, 175, 215, 255, 275, 305, 315, 345, 385  <b>TG U4:</b> 15, 35, 55, 75, 95, 115, 135, 145, 215, 235, 245, 255, 285, 355, 385</p>
<p><b>11</b>  Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.</p>	<p><b>TG U1:</b> 119, 133, 143, 161, 333, 341  <b>TG U2:</b> 5, 78, 205, 227, 282, 299, 328, 337, 353, 365, 367, 393, 394, TR51, TR54-TR57  <b>TG U3:</b> 11, 13, 16, 51, 132, 141, 158, 163, 211, 243, 278, 323, 382, 383, TR55  <b>TG U4:</b> 143, 168, 212, 221, 368, FS8, FS26, FS29</p>



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<b>12</b>  Read—both independently and collaboratively—print, non-print, and multi-modal works proficiently and critically to be media literate.	<b>TG U1:</b> 15, 35, 45, 105, 150, 165, 175, 185, 194, 216, 260, 307, 328, FS18, FS25 <b>TG U2:</b> 25, 45, 65, 105, 125, 145, 155, 165, 190, 198, 235, 260, 265, 381, FS18 <b>TG U3:</b> 30, 75, 95, 115, 135, 145, 188, 239, 299, 305, 309, 315, 318, 398, FS21 <b>TG U4:</b> 15, 30, 35, 60, 75, 95, 115, 135, 145, 227, 239, 318, 369, FS8, FS18
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
<b>RL.4.1</b> – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>TG U1:</b> 162-164, 165-167, 183 <b>TG U2:</b> 23-24, 26-27, 223, 233, 242-244, 245-247 <b>TG U3:</b> 72-74, 75-77, 102-104, 105-107, 112-114, 115-117 <b>TG U4:</b> 42-44, 45-47, 332-334, 335
<b>RL.4.2</b> – Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>TG U2:</b> 42-44, 45-47, 82-84, 85-87, 92-93, 332 <b>TG U3:</b> 82, 162-164, 165-167 <b>TG U4:</b> 52-54, 55-57, 92-94, 95-97, 312-314, 315-317, 372-374, 375-376
<b>RL.4.3</b> – 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> 12-14, 15-17, 22-24, 25-27, 52-54, 55-57 <b>TG U2:</b> 12-14, 15-17, 62-64, 65-67, 142-144, 145-147, 152-154, 155-157 <b>TG U3:</b> 92-94, 112-114, 115-117, 152-154, 155-157 <b>TG U4:</b> 12-13, 72-74, 75-77, 102-104, 105-107, 112-113
<b>Craft and Structure</b>	
<b>RL.4.4</b> – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<b>TG U1:</b> 42-44, 45-47 <b>TG U2:</b> 125, 223, 224, 225, 253, 254 <b>TG U3:</b> 142-144, 145-147 <b>TG U4:</b> 303, 304, 305-307, 322-324, 325-327
<b>RL.4.5</b> – 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.	<b>TG U2:</b> 44, 45 <b>TG U3:</b> 72, 133, 173, 177, 303 <b>TG U4:</b> 142, 152, 174, 175-176, 352, 372

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<b>RL.4.6</b> – Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<b>TG U1:</b> 32-34, 35 <b>TG U2:</b> 32-34, 35, 72-74, 75-77, 176 <b>TG U3:</b> 103, 143 <b>TG U4:</b> 63, 144, 145-147, 326
<b>Integration of Knowledge and Ideas</b>	
<b>RL.4.7</b> – Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<b>TG U2:</b> 177 <b>TG U3:</b> 177 <b>TG U4:</b> 24, 25-27
<b>RL.4.8</b> (Not applicable to literature)	Not applicable according to the Kansas College and Career Ready Standards
<b>RL.4.9</b> – Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<b>TG U1:</b> 182-183 <b>TG U2:</b> 172-174, 175-177 <b>TG U3:</b> 167, 173, 183 <b>TG U4:</b> 182-184, 185-187
<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.4.10</b> – 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, 165, 175, 185 <b>TG U2:</b> 25, 35, 45, 55, 65, 105, 115, 125, 145, 155, 165, 235, 255, 265 <b>TG U3:</b> 75, 85, 95, 115, 125, 135, 145, 155, 305, 315 <b>TG U4:</b> 15, 25, 35, 55, 75, 85, 95, 115, 135, 145

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<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
<b>RI.4.1</b> – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>TG U1:</b> 92-94, 96-97, 112-114, 115-117, 183, 304, 305-307 <b>TG U2:</b> 302-304, 305-307, 313, 362-364 <b>TG U3:</b> 12-13, 32-34, 35-37, 52-53, 212-213, 222-223, 232-233, 242-243, 252-253, 342 <b>TG U4:</b> 242-244, 245-247, 286, 342-343, 352-354, 355-357
<b>RI.4.2</b> – Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>TG U1:</b> 122-124, 125-127, 142-144, 145-147, 262-263, 342-344, 345-347 <b>TG U2:</b> 272-274, 275-277, 322-324, 325-327, 342-344, 345-347 <b>TG U3:</b> 22-23, 162-164, 165-167, 232-233, 236, 242-244, 245-247 <b>TG U4:</b> 224, 225-227, 232-233, 264, 265-267, 282-284, 285-287, 364, 365-367
<b>RI.4.3</b> – Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<b>TG U1:</b> 272-274, 275-277, 322-324, 325-327 <b>TG U2:</b> 282-284, 285-287, 332-334, 335 <b>TG U3:</b> 32-34, 35, 212-213, 272-273, 322-323, 342-344, 346-347 <b>TG U4:</b> 344, 345-347
<b>Craft and Structure</b>	
<b>RI.4.4</b> – Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<b>TG U1:</b> 313, 316, 319 <b>TG U2:</b> 343, 364, 365-366 <b>TG U3:</b> 254, 255-257, 333, 345-347, 367 <b>TG U4:</b> 234, 235, 254
<b>RI.4.5</b> – Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<b>TG U1:</b> 102-104, 105-107, 152-154, 155-157, 222-224, 225-227, 292-294, 295-297 <b>TG U2:</b> 312-314, 315-317 <b>TG U3:</b> 14, 15-17, 42-44, 45-47, 174, 176-177, 262-264, 265-267
<b>RI.4.6</b> – Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<b>TG U3:</b> 312-314, 315-317, 332-334


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<b>Integration of Knowledge and Ideas</b>	
<b>RI.4.7</b> – Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<b>TG U1:</b> 242-244, 245-247, 274, 276, 282, 286-287, 292-294, 295-297, 346 <b>TG U2:</b> 273, 307, 323, 387 <b>TG U3:</b> 22-24, 25-27, 187, 222-224, 225-227 <b>TG U4:</b> 253, 263, 273, 342-344
<b>RI.4.8</b> – Explain how an author uses reasons and evidence to support particular points in a text.	<b>TG U1:</b> 164, 165-167, 302-304, 305 <b>TG U2:</b> 353, 357 <b>TG U3:</b> 282-284, 285-287 <b>TG U4:</b> 212-213, 222-224, 225-227, 272-273
<b>RI.4.9</b> – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>TG U1:</b> 172-174, 175-177, 372-374, 376-377, 382-384 <b>TG U2:</b> 292-294, 295-297, 372-374, 376-377, 382-384, 385-387 <b>TG U3:</b> 132-133, 182-184, 185-187, 382-384, 385-387 <b>TG U4:</b> 362-364, 366-367, 382-384, 385-387
<b>Range of Reading and Level of Text Complexity</b>	
<b>RI.4.10</b> – By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>TG U1:</b> 45, 95, 105, 115, 125, 135, 145, 215, 245, 265, 275, 305, 335, 375 <b>TG U2:</b> 275, 285, 305, 315, 325, 335, 345, 355, 365 <b>TG U3:</b> 25, 45, 65, 135, 175, 215, 255, 275, 315, 335, 345, 385 <b>TG U4:</b> 215, 225, 235, 245, 255, 285, 345, 355, 365, 385


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<b>Reading Standards: Foundational Skills</b>	
<b>Phonics and Word Recognition</b>	
<b>RF.4.3</b> – Know and apply grade-level phonics and word analysis skills in decoding words.	<b>TG U1:</b> FS4, FS7, FS10, FS13, FS16, FS19, FS22, FS25 <b>TG U2:</b> FS4, FS7, FS10, FS13, FS14, FS15, FS16, FS19, FS22, FS25 <b>TG U3:</b> FS4, FS7, FS10, FS13, FS14, FS15, FS16, FS19, FS22, FS25 <b>TG U4:</b> FS4, FS7, FS10, FS13, FS14, FS16, FS19, FS22, FS23, FS24
<b>RF.4.3a</b> – Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<b>TG U1:</b> FS4, FS7, FS10, FS13, FS16, FS19, FS22, FS25 <b>TG U2:</b> FS4, FS7, FS10, FS14, FS15, FS16, FS19, FS22, FS25 <b>TG U3:</b> FS4, FS7, FS10, FS13, FS14, FS15, FS16, FS19, FS22, FS25 <b>TG U4:</b> FS4, FS7, FS10, FS13, FS14, FS15, FS16, FS19, FS22, FS25
<b>Fluency</b>	
<b>RF.4.4</b> – Read with sufficient accuracy and fluency to support comprehension.	<b>TG U1:</b> 27, 87, 117, 157, 177, 227, 267, 277, 297, 317, 357, 387 <b>TG U2:</b> 27, 77, 117, 177, 277, 367 <b>TG U3:</b> 77, 97, 117, 187, 217, 317, 347, 377 <b>TG U4:</b> 67, 97, 127, 167, 217, 277, 347, 387
<b>RF.4.4a</b> – Read on-level text with purpose and understanding.	<b>TG U1:</b> 12, 42, 62, 65, 85, 92, 122, 147, 232, 262, 275, 315, 325, 347 <b>TG U2:</b> 32, 52, 82, 112, 125, 132, 162, 212, 232, 272, 302, 332 <b>TG U3:</b> 35, 52, 82, 122, 147, 162, 212, 232, 272, 302, 352 <b>TG U4:</b> 15, 22, 47, 62, 102, 147, 187, 212, 242, 282, 312, 335, 352
<b>RF.4.4b</b> – Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>TG U1:</b> 17, 27, 67, 127, 157, 167, 187, 217, 267, 287, 297, 317, 327, 357, 367, 377 <b>TG U2:</b> 27, 67, 77, 87, 97, 117, 127, 157, 167, 177, 187, 217, 227, 267, 277, 327 <b>TG U3:</b> 17, 67, 97, 117, 177, 217, 227, 267, 277, 297, 317, 347, 367, 377 <b>TG U4:</b> 17, 27, 67, 87, 117, 127, 157, 167, 177, 227, 267, 297, 317, 347, 357

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<b>RF.4.4c</b> – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>TG U1:</b> 45, 47, 117, 177, 277, 297 <b>TG U2:</b> 96, 125, 225 <b>TG U3:</b> 65, 66, 145-147, 254, 255-257, FS2, FS3, FS4 <b>TG U4:</b> 97, 127, 225, 305
<b>Anchor Standards* for Writing</b>	
<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>Text Types and Purposes*</b>	
<b>1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<b>TG U2:</b> 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 318-320, 348-350, 358-360 <b>TG U3:</b> 18-20, 28-30, 48-50, 68-70, 98-100, 118-120, 168-170, 192-199 <b>TG U4:</b> 228-230, 238-240, 258-260, 268-270, 278-280, 308-310, 328-330, 368-370, 392-399
<b>2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<b>TG U1:</b> 38-40, 48-50, 58-60, 78-80, 88-90, 98-100, 108-110, 268-270, 288-290 <b>TG U3:</b> 218-220, 228-230, 248-250, 268-270, 288-290, 318-320, 328-330, 338-340, 348-350
<b>3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<b>TG U1:</b> 48-50, 68-70, 98-100, 128-130, 138-140, 148-150, 192-199 <b>TG U2:</b> 18-20, 38-40, 58-60, 88-90, 108-110, 128-130, 138-140, 148-150, 158-160, 192-199 <b>TG U3:</b> 18-20, 28-30, 38-40, 48-50, 128-130 <b>TG U4:</b> 18-20, 28-30, 38-40, 68-70, 98-100, 128-130, 138-140, 192-199
<b>11</b>  Create—both independently and collaboratively—technical, non-print, digital, and multi-modal versions of text types and purposes outlined in standards 1, 2, and 3.	<b>TG U1:</b> 20, 80, 120, 160, 180, 190, 198, 260, 290, 340, 380, 398 <b>TG U2:</b> 30, 50, 70, 90, 110, 170, 194, 198, 220, 240, 300, 320, 394, 398 <b>TG U3:</b> 40, 60, 80, 100, 140, 150, 194, 250, 280, 330, 370, 380, 394 <b>TG U4:</b> 20, 70, 110, 130, 180, 190, 194, 220, 260, 300, 320, 350, 394

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<b>Production and Distribution of Writing</b>	
<b>4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>TG U1:</b> 28-30, 48-50, 68-70, 78-80, 148-150, 268-270, 278-280, 308-310, 358-360 <b>TG U2:</b> 18-20, 28-30, 58-60, 128-130, 158-160, 238-240, 328-330 <b>TG U3:</b> 38-40, 48-50, 68-70, 138-140, 168-170, 288-290, 298-300, 328-330 <b>TG U4:</b> 78-80, 128-130, 218-220, 248-250, 268-270, 308-310, 388-390
<b>12</b>  Strengthen writing craft—both independently and collaboratively—through a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.	<b>TG U1:</b> 30, 40, 60, 128-130, 139, 140, 150, 160, 170, 178-180, 195, 328-330, 359, 368-370, 395 <b>TG U2:</b> 30, 40, 50, 100, 140, 178-180, 195, 220, 240, 270, 288-290, 328-330, 340, 378-380, 395 <b>TG U3:</b> 128-130, 138, 140, 141, 158-160, 178-180, 195, 207, 290, 300, 338-340, 348, 350, 378-380, 395 <b>TG U4:</b> 7, 20, 40, 89, 138-140, 168-170, 178-180, 195, 207, 268, 330, 349, 358-360, 378-380, 395
<b>5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>TG U1:</b> 128-130, 178-180, 195, 328-330, 368-370, 395 <b>TG U2:</b> 178-180, 195, 288-290, 328-330, 378-380, 395 <b>TG U3:</b> 128-130, 158-160, 178-180, 338-340, 378-380 <b>TG U4:</b> 138-140, 168-170, 178-180, 195, 358-360, 378-380, 395
<b>6</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<b>TG U1:</b> 20, 80, 120, 160, 180, 190, 198, 260, 290, 340, 380, 398 <b>TG U2:</b> 30, 50, 70, 90, 110, 170, 194, 198, 220, 240, 300, 320, 394, 398 <b>TG U3:</b> 40, 60, 80, 100, 140, 150, 194, 250, 280, 330, 370, 380, 394 <b>TG U4:</b> 20, 70, 110, 130, 180, 190, 194, 220, 260, 300, 320, 350, 394

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<b>Research to Build and Present Knowledge</b>	
<p><b>7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p><b>TG U1:</b> 128-130, 258-260, 278-280, 328-330, 392-399  <b>TG U3:</b> 278-280, 288-290, 298-300  <b>TG U4:</b> 58-60, 258-260, 318-320</p>
<p><b>8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p><b>TG U1:</b> 108-110, 128-130, 258-260, 328-330, 392-399  <b>TG U3:</b> 248-250, 288-290, 298-300, 318-320, 338-340  <b>TG U4:</b> 58-60, 258-260, 278-280, 318-320</p>
<p><b>9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>TG U1:</b> 128-130, 192-199, 218-220  <b>TG U2:</b> 48-50, 268-270, 308-310, 318-320  <b>TG U3:</b> 78-80, 88-90, 98-100, 108-110, 118-120  <b>TG U4:</b> 118-120, 238-240, 278-280, 348-350</p>
<b>Range of Writing</b>	
<p><b>10</b> 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 tasks, purposes, and audiences.</p>	<p>This objective is addressed throughout the text. See the following:</p> <p><b>TG U1:</b> 28-30, 58-60, 98-100, 118-120, 138-140, 168-170, 192-199, 238-240, 268-270, 298-300, 318-320, 328-330, 348-350, 368-370, 392-399  <b>TG U2:</b> 18-20, 38-40, 48-50, 78-80, 108-110, 128-130, 148-150, 178-180, 192-199, 288-290, 308-310, 338-340, 358-360, 378-380, 392-399  <b>TG U3:</b> 38-40, 58-60, 88-90, 108-110, 128-130, 158-160, 188-190, 192-199, 288-290, 298-300, 328-330, 348-350, 392-399  <b>TG U4:</b> 28-30, 58-60, 68-70, 88-90, 138-140, 168-170, 192-199, 248-250, 278-280, 318-320, 338-340, 368-370, 392-399</p>



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<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
<b>W.4.1</b> – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<b>TG U2:</b> 228-230, 238-240, 248-250, 258-260, 358-360 <b>TG U3:</b> 18-20, 28-30, 48-50, 68-70, 118-120, 168-170, 192-199 <b>TG U4:</b> 228-230, 238-240, 258-260, 268-270, 308-310, 368-370
<b>W.4.1a</b> – Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	<b>TG U2:</b> 218-220, 238-240, 338-340 <b>TG U3:</b> 18-20, 38-40, 48-50, 58-60, 68-70, 192-199 <b>TG U4:</b> 228-230, 238-240, 268-270, 308-310, 368-370, 392-399
<b>W.4.1b</b> – Provide reasons that are supported by facts and details.	<b>TG U2:</b> 228-230, 248-250, 268-270, 278-280, 318-320, 348-350 <b>TG U3:</b> 48-50, 68-70, 98-100, 118-120, 192-199 <b>TG U4:</b> 238-240, 258-260, 278-280, 328-330, 368-370, 392-399
<b>W.4.1c</b> – Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).	<b>TG U2:</b> 298-300, 358-360 <b>TG U3:</b> 68-70, 168-170, 192-199 <b>TG U4:</b> 228-230, 298-300, 392-399
<b>W.4.1d</b> – Provide a concluding statement or section related to the opinion presented.	<b>TG U2:</b> 368-370, 392-399 <b>TG U3:</b> 148-150, 158-160, 192-199 <b>TG U4:</b> 288-290, 392-399
<b>W.4.2</b> – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>TG U1:</b> 38-40, 58-60, 78-80, 98-100, 288-290 <b>TG U3:</b> 218-220, 228-230, 248-250, 318-320, 348-350
<b>W.4.2a</b> – Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<b>TG U1:</b> 18-20, 28-30, 88-90, 118-120, 218-220, 278-280 <b>TG U3:</b> 218-220, 228-230, 238-240, 348-350, 392-399
<b>W.4.2b</b> – Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>TG U1:</b> 48-50, 78-80, 88-90, 108-110, 268-270 <b>TG U3:</b> 268-270, 288-290, 328-330, 338-340, 348-350
<b>W.4.2c</b> – Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).	<b>TG U1:</b> 158-160, 238-240 <b>TG U3:</b> 308-310, 392-399

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<b>W.4.2d</b> – Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>TG U1:</b> 48-50, 98-100, 298-300, 318-320 <b>TG U3:</b> 218-220, 258-260, 298-300, 368-370, 392-399
<b>W.4.2e</b> – Provide a concluding statement or section related to the information or explanation presented.	<b>TG U1:</b> 168-170, 388-390 <b>TG U3:</b> 348-350, 358-360, 392-399
<b>W.4.3</b> – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>TG U2:</b> 18-20, 28-30, 128-130, 138-140, 148-150, 192-199 <b>TG U4:</b> 48-50, 68-70, 78-80, 98-100, 128-130
<b>W.4.3a</b> – Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>TG U2:</b> 18-20, 58-60, 88-90, 128-130, 138-140, 158-160, 192-199 <b>TG U4:</b> 18-20, 28-30, 128-130, 138-140, 192-199
<b>W.4.3b</b> – Use dialogue and description to develop experiences and events or show the responses of characters to situations.	<b>TG U2:</b> 38-40, 58-60, 108-110, 148-150, 192-199 <b>TG U4:</b> 38-40, 68-70, 98-100, 192-199
<b>W.4.3c</b> – Use a variety of transitional words and phrases to manage the sequence of events.	<b>TG U2:</b> 88-90, 158-160, 178-180, 192-199 <b>TG U4:</b> 78-80, 120, 148-150, 192-199
<b>W.4.3d</b> – Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>TG U2:</b> 68-70, 78-80, 98-100, 118-120 <b>TG U4:</b> 48-50, 68-70
<b>W.4.3e</b> – Provide a conclusion that follows from the narrated experiences or events.	<b>TG U2:</b> 128-130, 168-170, 192-199 <b>TG U4:</b> 100, 120, 158-160, 192-199

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<b>Kansas College and Career Ready Standards</b>	<b>ReadyGEN ©2016</b>
<b>Production and Distribution of Writing</b>	
<b>W.4.4</b> – 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.)	<b>TG U1:</b> 28-30, 48-50, 68-70, 78-80, 148-150, 268-270, 278-280, 308-310, 358-360 <b>TG U2:</b> 18-20, 28-30, 58-60, 128-130, 158-160, 238-240, 328-330 <b>TG U3:</b> 38-40, 48-50, 68-70, 138-140, 168-170, 288-290, 298-300, 328-330 <b>TG U4:</b> 78-80, 128-130, 218-220, 248-250, 268-270, 308-310, 388-390
<b>W.4.5</b> – 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 on pages 28 and 29 [of the CCSS]).	<b>TG U1:</b> 128-130, 178-180, 195, 328-330, 368-370, 395 <b>TG U2:</b> 178-180, 195, 288-290, 328-330, 378-380, 395 <b>TG U3:</b> 128-130, 158-160, 178-180, 338-340, 378-380 <b>TG U4:</b> 138-140, 168-170, 178-180, 195, 358-360, 378-380, 395
<b>W.4.6</b> – With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<b>TG U1:</b> 20, 80, 120, 160, 180, 190, 198, 260, 290, 340, 380, 398 <b>TG U2:</b> 30, 50, 70, 90, 110, 170, 194, 198, 220, 240, 300, 320, 394, 398 <b>TG U3:</b> 40, 60, 80, 100, 140, 150, 194, 250, 280, 330, 370, 380, 394 <b>TG U4:</b> 20, 70, 110, 130, 180, 190, 194, 220, 260, 300, 320, 350, 394
<b>Research to Build and Present Knowledge</b>	
<b>W.4.7</b> – Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>TG U1:</b> 128-130, 258-260, 278-280, 328-330, 392-399 <b>TG U3:</b> 278-280, 288-290, 298-300 <b>TG U4:</b> 58-60, 258-260, 318-320
<b>W.4.8</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.	<b>TG U1:</b> 108-110, 128-130, 258-260, 328-330, 392-399 <b>TG U3:</b> 248-250, 288-290, 298-300, 318-320, 338-340 <b>TG U4:</b> 58-60, 258-260, 278-280, 318-320
<b>W.4.9</b> – Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>TG U1:</b> 128-130, 192-199, 218-220 <b>TG U2:</b> 48-50, 268-270, 308-310, 318-320 <b>TG U3:</b> 78-80, 88-90, 98-100, 108-110, 118-120 <b>TG U4:</b> 118-120, 238-240, 278-280, 348-350

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<p><b>W.4.9a</b> – 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].”).</p>	<p><b>TG U2:</b> 48-50, 218-220, 228-230, 248-250, 268-270, 278-280  <b>TG U3:</b> 88-90, 98-100, 108-110, 118-120  <b>TG U4:</b> 28-30, 48-50, 68-70, 148-150</p>
<p><b>W.4.9b</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”).</p>	<p><b>TG U1:</b> 18-20, 48-50, 58-60, 78-80, 128-130, 268-270, 288-290, 388-390  <b>TG U2:</b> 308-310, 318-320, 328-330, 348-350, 358-360</p>
<p><b>Range of Writing</b></p>	
<p><b>W.4.10</b> – 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>	<p>This objective is addressed throughout the text. See the following:  <b>TG U1:</b> 28-30, 58-60, 98-100, 118-120, 138-140, 168-170, 192-199, 238-240, 268-270, 298-300, 318-320, 328-330, 348-350, 368-370, 392-399  <b>TG U2:</b> 18-20, 38-40, 48-50, 78-80, 108-110, 128-130, 148-150, 178-180, 192-199, 288-290, 308-310, 338-340, 358-360, 378-380, 392-399  <b>TG U3:</b> 38-40, 58-60, 88-90, 108-110, 128-130, 158-160, 188-190, 192-199, 288-290, 298-300, 328-330, 348-350, 392-399  <b>TG U4:</b> 28-30, 58-60, 68-70, 88-90, 138-140, 168-170, 192-199, 248-250, 278-280, 318-320, 338-340, 368-370, 392-399</p>

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<b>Anchor Standards for Speaking and Listening</b>	
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
<b>1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	This objective is addressed throughout the text. See the following:  <b>TG U1:</b> 14, 34, 54, 74, 94, 114, 134, 174, 244, 254, 294, 334, 354 <b>TG U2:</b> 24, 44, 64, 84, 104, 124, 144, 174, 184, 224, 244, 264, 284, 304, 334 <b>TG U3:</b> 14, 34, 54, 74, 94, 114, 174, 214, 234, 254, 274, 294, 314, 334, 364 <b>TG U4:</b> 24, 34, 74, 104, 114, 144, 164, 184, 224, 254, 284, 314, 334, 354, 374
<b>2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>TG U1:</b> 216, 260 <b>TG U2:</b> 260 <b>TG U3:</b> 239, 249, 289, 299, 309 <b>TG U4:</b> 227, 239, 369
<b>3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<b>TG U1:</b> 32-34, 35 <b>TG U2:</b> 32-34, 35, 72-74, 75-77, 176, 300, 310, 320, 330 <b>TG U3:</b> 20, 50, 70, 80, 90, 100, 103, 110, 120, 140, 143, 384 <b>TG U4:</b> 63, 120, 145-147, 220, 250, 260, 270, 280, 300, 320, 326, 330, 350, 360, 370
<b>Presentation of Knowledge and Ideas</b>	
<b>4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<b>TG U1:</b> 20, 40, 50, 60, 80, 130, 180, 190, 220, 310, 320, 330, 398 <b>TG U2:</b> 50, 90, 110, 170, 188-190, 230, 388-390, 398 <b>TG U3:</b> 198, 280, 290, 300, 388-390, 398 <b>TG U4:</b> 70, 90, 110, 198, 290, 398
<b>5</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<b>TG U1:</b> 30, 189, 222, 229, 230, 348-350 <b>TG U2:</b> 188-190, 194, 198, 388-390, 394 <b>TG U3:</b> 188-190, 194, 198, 388-390, 394, 398 <b>TG U4:</b> 188-190, 194, 198, 250, 260, 390, 394
<b>6</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<b>TG U1:</b> 367, 382-384, 385-387, TR21, TR23 <b>TG U2:</b> 93, 183, 213, TR21, TR23 <b>TG U3:</b> 398, TR21, TR23 <b>TG U4:</b> 29, 398, TR21, TR23

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<b>Speaking and Listening Standards</b>	
<b>Comprehension &amp; Collaboration</b>	
<b>SL.4.1</b> – 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.	This objective is addressed throughout the text. See the following: <b>TG U1:</b> 14, 34, 54, 74, 94, 114, 134, 174, 244, 254, 294, 334, 354 <b>TG U2:</b> 24, 44, 64, 84, 104, 124, 144, 174, 184, 224, 244, 264, 284, 304, 334 <b>TG U3:</b> 14, 34, 54, 74, 94, 114, 174, 214, 234, 254, 274, 294, 314, 334, 364 <b>TG U4:</b> 24, 34, 74, 104, 114, 144, 164, 184, 224, 254, 284, 314, 334, 354, 374
<b>SL.4.1a</b> – Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<b>TG U1:</b> 22, 62, 92, 132, 152, 182, 222, 262, 282, 322, 352, 382 <b>TG U2:</b> 12, 82, 102, 142, 172, 212, 242, 262, 302, 332, 362 <b>TG U3:</b> 52, 82, 132, 172, 222, 242, 262, 292, 332, 352, 382 <b>TG U4:</b> 62, 84, 102, 112, 152, 212, 224, 264, 272, 312, 344, 354
<b>SL.4.1b</b> – Follow agreed-upon rules for discussions and carry out assigned roles.	<b>TG U1:</b> 22, 42, 72, 92, 102, 112, 152, 162, 182, 198, 252, 262, 312, 322, 352, 398 <b>TG U2:</b> 12, 32, 52, 72, 82, 112, 132, 222, 272, 302, 320, 322 <b>TG U3:</b> 12, 42, 52, 82, 122, 162, 172, 222, 232, 252, 262, 282, 290, 352 <b>TG U4:</b> 52, 62, 82, 92, 172, 182, 242, 272, 292, 302, 312, 332
<b>SL.4.1c</b> – Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	<b>TG U2:</b> 54, 90, 100, 130, 140, 150, 160, 214 <b>TG U3:</b> 54, 140, 150, 214, 290, 300 <b>TG U4:</b> 64, 114, 144, 260, 280, 290
<b>SL.4.1d</b> – Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<b>TG U1:</b> 14, 64, 94, 104, 134, 144, 214, 244, 284, 344, 354, 364 <b>TG U2:</b> 24, 84, 134, 234, 274, 304, 334, 354, 384 <b>TG U3:</b> 24, 94, 224, 264, 304, 314, 364, 384 <b>TG U4:</b> 14, 24, 74, 84, 224, 244, 254, 344, 384

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<b>SL.4.2</b> – Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>TG U1:</b> 216, 260 <b>TG U2:</b> 260 <b>TG U3:</b> 239, 249, 289, 299, 309 <b>TG U4:</b> 227, 239, 369
<b>SL.4.3</b> – Identify the reasons and evidence a speaker provides to support particular points.	<b>TG U2:</b> 300, 310, 320, 330 <b>TG U3:</b> 20, 50, 70, 80, 90, 100, 110, 120, 140, 384 <b>TG U4:</b> 120, 220, 250, 260, 270, 280, 300, 320, 330, 350, 360, 370
<b>Presentation of Knowledge and Ideas</b>	
<b>SL.4.4</b> – Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<b>TG U1:</b> 20, 40, 50, 60, 80, 130, 180, 190, 220, 310, 320, 330, 398 <b>TG U2:</b> 50, 90, 110, 170, 188-190, 230, 388-390, 398 <b>TG U3:</b> 198, 280, 290, 300, 388-390, 398 <b>TG U4:</b> 70, 90, 110, 198, 290, 398
<b>SL.4.5</b> – Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<b>TG U1:</b> 30, 189, 222, 229, 230, 348-350 <b>TG U2:</b> 188-190, 194, 198, 388-390, 394 <b>TG U3:</b> 188-190, 194, 198, 388-390, 394, 398 <b>TG U4:</b> 188-190, 194, 198, 250, 260, 390, 394
<b>SL.4.6</b> – 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 on page 28 [of the CCSS] for specific expectations.)	<b>TG U1:</b> 367, 382-384, 385-387 <b>TG U2:</b> 93, 183 <b>TG U4:</b> 29, 398

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<b>Anchor Standards for Language</b>	
<b>College and Career Readiness Anchor Standards for Language</b>	
<b>Conventions of Standard English</b>	
<b>1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p><b>TG U1:</b> 20-21, 30-31, 50-51, 70-71, 90-91, 130-131, 260-261, 270-271, 330-331, 340-341, 350-351</p> <p><b>TG U2:</b> 30-31, 60-61, 90-91, 110-111, 130-131, 150-151, 250-251, 300-301, 330-331</p> <p><b>TG U3:</b> 20-21, 40-41, 60-61, 90-91, 130-131, 160-161, 170-171, 190-191, 230-231, 240-241, 250-251</p> <p><b>TG U4:</b> 40-41, 50-51, 60-61, 70-71, 100-101, 150-151, 240-241, 290-291, 350-351</p>
<b>2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p><b>TG U1:</b> 160-161, 170-171, 178-180, 181, 190-191, 195, 230-231, 290-291, 300-301, 368-370, 371, 380-381, 390-391</p> <p><b>TG U2:</b> 40-41, 150-151, 180-181, 190-191, 220-221, 240-241, 260-261, 290-291, 320-321, 330-331, 340-341, 370-371, 379, 380-381, 390-391</p> <p><b>TG U3:</b> 50-51, 80-81, 100-101, 120-121, 160-161, 178-180, 181, 190-191, 270-271, 310-311, 330-331, 380-381, 390-391, FS6, FS24</p> <p><b>TG U4:</b> 120-121, 140-141, 178-180, 181, 190-191, 230-231, 270-271, 280-281, 310-311, 360-361, 378-380, 381</p>
<b>Knowledge of Language</b>	
<b>3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<p><b>TG U1:</b> 30-31, 50-51, 60-61, 80-81, 110-111, 120-121, 130-131, 190-191, 220-221, 230-231, 250-251, 260-261, 310-311, 330-331, 360-361</p> <p><b>TG U2:</b> 20-21, 30-31, 60-61, 70-71, 80-81, 100-101, 120-121, 140-141, 160-161, 250-251, 270-271, 300-301, 320-321, 340-341, 350-351</p> <p><b>TG U3:</b> 20-21, 40-41, 60-61, 90-91, 110-111, 140-141, 190-191, 240-241, 300-301, 320-321, 340-341, 350-351, 360-361</p> <p><b>TG U4:</b> 40-41, 50-51, 60-61, 70-71, 100-101, 110-111, 130-131, 150-151, 220-221, 240-241, 250-251, 260-261, 300-301, 320-321, 350-351</p>



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<b>Vocabulary Acquisition and Use</b>	
<b>4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<b>TG U1:</b> 45, 46, 85, 135, 179, 297, 365, 381, FS12, FS13 <b>TG U2:</b> 125, 223, 225, 253, 293, 303, 343, FS5, FS6, FS7, FS11, FS13 <b>TG U3:</b> 25, 33, 55, 65, 145, 255, 263, FS2, FS3, FS4 <b>TG U4:</b> 85, 153, 154, 155, 213, 223, 225, 263, 273, 322, 323, 325, 353
<b>5</b> Demonstrate understanding of word relationships and nuances in word meanings.	<b>TG U1:</b> 46, 184, 185-187, 254, 255-257, 334, 335, 337, FS17, FS19 <b>TG U2:</b> 112-114, 115-117, 124, 125-127, 224, 225, 254, 255-257 <b>TG U3:</b> 54, 55-57, 82-84, 85-87, 124, 125-127, FS17, FS18, FS19 <b>TG U4:</b> 64, 84, 85-87, 254, 255-257, 304, 305-307, 354, 355-357
<b>6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	This objective is addressed throughout the text. See the following:  <b>TG U1:</b> 24, 44, 64, 74, 114, 124, 154, 184, 224, 254, 274, 294, 314, 334, 344 <b>TG U2:</b> 54, 64, 81, 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, 175, 214, 224, 234, 264, 354

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<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
<b>L.4.1</b> – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>TG U1:</b> 20-21, 30-31, 50-51, 70-71, 90-91, 130-131, 260-261, 270-271, 330-331, 340-341, 350-351 <b>TG U2:</b> 30-31, 60-61, 90-91, 110-111, 130-131, 150-151, 250-251, 300-301, 330-331 <b>TG U3:</b> 20-21, 40-41, 60-61, 90-91, 130-131, 160-161, 170-171, 190-191, 230-231, 240-241, 250-251 <b>TG U4:</b> 40-41, 50-51, 60-61, 70-71, 100-101, 150-151, 240-241, 290-291, 350-351
<b>L.4.1a</b> – Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).	<b>TG U1:</b> 40-41, 60-61 <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>L.4.1b</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> 90-91, 350-351 <b>TG U2:</b> 140-141, 160-161, 350-351 <b>TG U3:</b> 20-21, 140-141, 300-301, 370-371 <b>TG U4:</b> 90-91, 250-251, 320-321
<b>L.4.1c</b> – Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.	<b>TG U1:</b> 100-101, 150-151, 320-321, 360-361 <b>TG U3:</b> 30-31, 90-91, 260-261, 320-321 <b>TG U4:</b> 110-111, 300-301, 330-331
<b>L.4.1d</b> – Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i> ).	<b>TG U1:</b> 80-81 <b>TG U2:</b> 30-31 <b>TG U3:</b> 60-61, 110-111, 130-131, 340-341 <b>TG U4:</b> 20-21, 340-341, 350-351
<b>L.4.1e</b> – Form and use prepositional phrases.	<b>TG U1:</b> 130-131, 330-331 <b>TG U2:</b> 110-111 <b>TG U3:</b> 70-71, 150-151, 350-351, 360-361 <b>TG U4:</b> 80-81, 290-291, 390-391
<b>L.4.1f</b> – Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	<b>TG U1:</b> 110-111, 120-121, 140-141, 220-221, 230-231, 240-241, 290-291 <b>TG U2:</b> 60-61, 70-71, 80-81, 100-101, 300-301, 310-311, 320-321 <b>TG U3:</b> 220-221, 280-281, 290-291 <b>TG U4:</b> 130-131

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<b>L.4.1g</b> – Correctly use frequently confused words (e.g., to, too, two; there, their).*	<b>TG U1:</b> 190-191 <b>TG U2:</b> 150-151 <b>TG U3:</b> 100-101, 160-161
<b>L.4.2</b> – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>TG U1:</b> 160-161, 170-171, 178-180, 181, 190-191, 195, 368-370, 371, 380-381, 390-391 <b>TG U2:</b> 40-41, 50-51, 90-91, 150-151, 170-171, 178-180, 190-191, 220-221, 230-231, 240-241, 280-281, 290-291, 330-331, 360-361, 370-371 <b>TG U3:</b> 50-51, 80-81, 100-101, 120-121, 160-161, 178-180, 181, 270-271, 310-311, 330-331, 380-381, 390-391 <b>TG U4:</b> 120-121, 178-180, 181, 190-191, 230-231, 270-271, 280-281, 310-311, 360-361, 378-380, 381
<b>L.4.2a</b> – Use correct capitalization.	<b>TG U1:</b> 160-161 <b>TG U2:</b> 190-191, 220-221, 230-231, 240-241 <b>TG U3:</b> 50-51, 178-180, 378-380
<b>L.4.2b</b> – Use commas and quotation marks to mark direct speech and quotations from a text.	<b>TG U1:</b> 170-171, 180-181 <b>TG U2:</b> 40-41, 50-51, 170-171, 260-261, 280-281, 290-291 <b>TG U3:</b> 80-81, 270-271, 390-391 <b>TG U4:</b> 120-121, 230-231, 280-281, 360-361
<b>L.4.2c</b> – Use a comma before a coordinating conjunction in a compound sentence.	<b>TG U1:</b> 230-231, 290-291, 300-301 <b>TG U2:</b> 90-91, 310-311, 320-321, 330-331, 340-341 <b>TG U3:</b> 120-121, 190-191, 330-331, 380-381 <b>TG U4:</b> 140-141, 180-181, 270-271, 380-381
<b>L.4.2d</b> – Spell grade-appropriate words correctly, consulting references as needed.	<b>TG U1:</b> 371, 380-381 <b>TG U2:</b> 179, 180-181, 370-371, 379, 380-381, 390-391 <b>TG U3:</b> 310-311, FS6, FS24 <b>TG U4:</b> 190-191, 310-311

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<b>Knowledge of Language</b>	
<b>L.4.3</b> – Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>TG U1:</b> 30-31, 50-51, 60-61, 80-81, 110-111, 120-121, 130-131, 190-191, 220-221, 230-231, 250-251, 260-261, 310-311, 330-331, 360-361 <b>TG U2:</b> 20-21, 30-31, 60-61, 70-71, 80-81, 100-101, 120-121, 140-141, 160-161, 250-251, 270-271, 300-301, 320-321, 340-341, 350-351 <b>TG U3:</b> 20-21, 40-41, 60-61, 90-91, 110-111, 140-141, 190-191, 240-241, 300-301, 320-321, 340-341, 350-351, 360-361 <b>TG U4:</b> 40-41, 50-51, 60-61, 70-71, 100-101, 110-111, 130-131, 150-151, 220-221, 240-241, 250-251, 260-261, 300-301, 320-321, 350-351
<b>L.4.3a</b> – Choose words and phrases to convey ideas precisely.	<b>TG U1:</b> 48-50, 58-60, 98-100, 138-140, 298-300, 318-320 <b>TG U2:</b> 68-70, 78-80, 148-150 <b>TG U3:</b> 368-370 <b>TG U4:</b> 48-50, 68-70, 88-90
<b>L.4.3b</b> – Choose punctuation for effect.	<b>TG U4:</b> 324, 326
<b>L.4.3c</b> – Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<b>TG U1:</b> 382-384, 385-387 <b>TG U2:</b> 93, 183 <b>TG U4:</b> 29, 398
<b>Vocabulary Acquisition and Use</b>	
<b>L.4.4</b> – 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.	<b>TG U1:</b> 45, 46, 85, 135, 179, 297, 365, 381, FS12, FS13 <b>TG U2:</b> 125, 223, 225, 253, 293, 303, 343, FS5, FS6, FS7, FS11, FS13 <b>TG U3:</b> 25, 33, 55, 65, 145, 255, 263, FS2, FS3, FS4 <b>TG U4:</b> 85, 153, 154, 155, 213, 223, 225, 263, 273, 322, 323, 325, 353
<b>L.4.4a</b> – Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<b>TG U1:</b> 42-44, 45-47, 313-314, 315-317 <b>TG U2:</b> 94, 96, 125, 223, 225, 253, 303, 343, FS11, FS12, FS13 <b>TG U3:</b> 64, 65-66, 144, 145-147, 153, 252-254, 255-257, 365, FS2, FS3, FS4 <b>TG U4:</b> 154, 155-157, 225, 243, 263, 273, 305, 323, FS11, FS12, FS13

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<b>L.4.4b</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> ).	<b>TG U1:</b> FS8, FS9, FS10, FS14, FS15, FS16, FS20, FS21, FS22 <b>TG U2:</b> FS2, FS3, FS4, FS15, FS16, FS20, FS21, FS22 <b>TG U3:</b> FS8, FS9, FS10, FS14, FS15, FS16 <b>TG U4:</b> 353, FS14, FS15, FS16, FS23, FS24, FS25
<b>L.4.4c</b> – Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<b>TG U1:</b> 179, 314, 316, 319, 369, 380-381, FS15, FS17, FS18, FS23, FS24, FS25 <b>TG U2:</b> 180-181, 224, 225, 243, 295, 367, 390-391, FS11, FS12, FS14, FS15, FS16, FS18, FS21, FS23 <b>TG U3:</b> 345, FS2, FS3, FS4, FS7, FS9, FS11, FS13, FS15, FS17, FS18, FS19, FS20, FS22, FS23 <b>TG U4:</b> 225, 235, 257, FS2, FS3, FS6, FS9, FS11, FS14, FS15, FS16, FS21, FS22, FS24, FS25
<b>L.4.5</b> – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>TG U2:</b> 112-114, 115-117, 124, 125-127, 225, 254, 255-257 <b>TG U3:</b> 54, 55-57, 82-84, 85-87 <b>TG U4:</b> 64, 84, 85-87, 304, 305-307, 354, 355-357
<b>L.4.5a</b> – Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	<b>TG U2:</b> 97, 114, 115-117 <b>TG U3:</b> 84, 85-87, 134 <b>TG U4:</b> 63, 64, 84, 85-87
<b>L.4.5b</b> – Recognize and explain the meaning of common idioms, adages, and proverbs.	<b>TG U1:</b> 63, 83, 153, 213, 233, 273, 283, 303, 333 <b>TG U2:</b> 94, 95-97, 103, 123, 143, 283, 313, 343 <b>TG U3:</b> 73, 103, 263, 283, 303 <b>TG U4:</b> 13, 33, 53, 83, 93, 323, 373
<b>L.4.5c</b> – Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<b>TG U1:</b> 46, 334, 335, 337, FS17, FS19 <b>TG U2:</b> 224, 225-227 <b>TG U3:</b> 124, 125-127, FS17, FS18, FS19 <b>TG U4:</b> 254, 255-257

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<p><b>L.4.6</b> – 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)</p>	<p>This objective is addressed throughout the text. See the following:  <b>TG U1:</b> 24, 44, 64, 74, 114, 124, 154, 184, 224, 254, 274, 294, 314, 334, 344  <b>TG U2:</b> 54, 64, 81, 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, 175, 214, 224, 234, 264, 354</p>