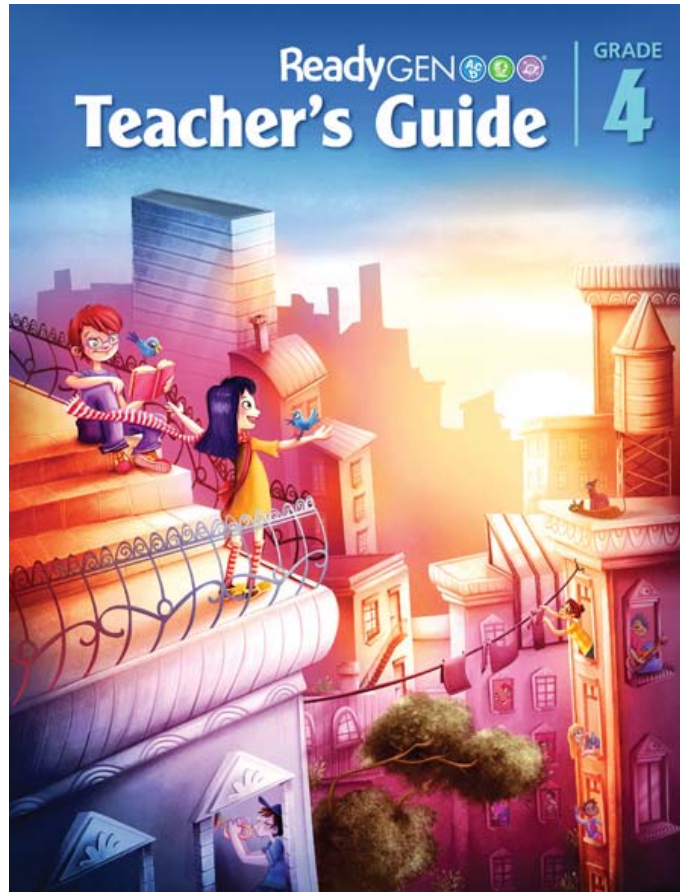


A Correlation of
ReadyGEN
Grade 4, ©2016



To the

**Louisiana Student Standards for
English Language Arts and Literacy**

A Correlation of ReadyGEN Grade 4 ©2016 to the K-12 Louisiana Student Standards for English Language Arts and Literacy

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Louisiana Student Standards for English Language Arts and Literacy (Revised June 28, 2016)*. 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.

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K-12 Louisiana Student Standards for English Language Arts and Literacy	ReadyGEN ©2016 Grade 4
Student Standards for English Language Arts: Grade 4	
Reading Standards for Literature	
Reading Standards for Literature	
<p>The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></p>	
Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>TG U1: 13, 16, 23, 33, 43, 53, 63, 73, 83, 163, 167, 173, 183 TG U2: 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 TG U3: 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 TG U4: 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>
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p>TG U1: 12, 52 TG U2: 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 TG U4: 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>
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>TG U1: 17, 23, 24, 26, 27, 33, 34, 53, 54, 56, 57, 63, 64, 66, 67, 73, 83,86, 87 TG U2: 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 TG U3: 92, 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 112, 113,293, 302, 303, 304, 305, 306, 307 TG U4: 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>

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K-12 Louisiana Student Standards for English Language Arts and Literacy	ReadyGEN ©2016 Grade 4
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<p>TG U1: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 77, 83, 84,174, 184, TR31</p> <p>TG U2: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 83, 84, 93, 112-117, 174, 182, 184, 213, 214, 223, 224, 233, 234, 243, 244, 253, 254, 263</p> <p>TG U3: 53, 54, 82-87, 83, 84, 103, 104, 105, 106, 107, 124, 125, 126, 127, 134, 142,143, 144, 145, 146, 147, 294, 313, 383</p> <p>TG U4: 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>
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>TG U1: 222, 242, 262</p> <p>TG U2: 39, 45</p> <p>TG U3: 72, 92, 94, 95, 96, 97, 112, 113, 114, 115, 116, 117, 122, 123,142, 143, 152, 153, 212, 282</p> <p>TG U4: 142, 272, 342, 352</p>
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<p>TG U1: 32, 33, 34, 35</p> <p>TG U2: 32, 33, 34, 35, 176</p> <p>TG U3: 143</p> <p>TG U4: 23, 63, 144, 145, 146, 147, 324, 326, 327</p>
Integration of Knowledge and Ideas	
7. Make connections between the text of a story or drama and a visual or oral presentation of the text.	<p>TG U3: 184, 186, 187, 313, 384, 386</p> <p>TG U4: 24, 25, 26, 27, 372, 373</p>
8. (Not applicable to literature)	Not applicable according to the Louisiana Student Standards for English Language Arts and Literacy.
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.	<p>TG U2: 172, 173, 175, 176, 177, 183, 372, 374, 375, 377, 382, 383, 387</p> <p>TG U3: 132, 133, 162, 167, 172, 173, 174, 177, 182, 183, 184, 185,186, 314, 316, 317, 372, 373, 382, 383, 384, 385, 386, 387</p> <p>TG U4: 174, 176, 177, 382, 383, 384, 385, 386, 387</p>

**A Correlation of ReadyGEN Grade 4 ©2016 to the
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K-12 Louisiana Student Standards for English Language Arts and Literacy	ReadyGEN ©2016 Grade 4
Range of Reading and Level of Text Complexity	
<p>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.</p>	<p>TG U1: 15, 25, 35, 45, 55, 65, 75, 85, 175, 185, 222, 242, 262 TG U2: 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 TG U3: 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 295,305, 315, 375, 385 TG U4: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155,165, 175, 185, 295, 305, 315, 325, 335, 375, 385</p>
Reading Standards for Informational Text	
Key Ideas and Details	
<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>TG U1: 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 TG U2: 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 TG U3: 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 TG U4: 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>
<p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>TG U1: 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 TG U2: 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 TG U3: 22, 23, 42, 43, 162, 163, 164, 165, 166, 167, 222, 223, 232,233, 242, 243, 244, 246, 247, 374, 376, 377 TG U4: 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>

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K-12 Louisiana Student Standards for English Language Arts and Literacy	ReadyGEN ©2016 Grade 4
<p>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>TG U1: 127, 132, 212, 213, 222, 223, 232, 233, 242, 243, 272, 273,274, 275, 323, 324, 325, 326, 327 TG U2: 282, 283, 286, 287, 302, 303, 322, 323, 332, 333, 334, 335,336, 337, 347 TG U3: 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 TG U4: 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>
Craft and Structure	
<p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>TG U1: 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 TG U2: 273, 274, 283, 284, 294, 295, 296, 303, 304, 313, 314, 323,324, 334, 343, 344, 353, 354, 363, 364, 366, 384 TG U3: 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 TG U4: 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>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>TG U1: 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 TG U2: 312, 314, 315, 316, 317 TG U3: 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>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>TG U1: 363, 367 TG U3: 172, 173, 174, 176, 312, 313, 314, 315, 316, 317, 332, 333,334, 362, 363</p>

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K-12 Louisiana Student Standards for English Language Arts and Literacy	ReadyGEN ©2016 Grade 4
Integration of Knowledge and Ideas	
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>TG U1: 242, 243, 244, 245, 246, 247, 274, 282, 283, 286, 287, 292,293, 295, 296, 297, 302, 303, 305</p> <p>TG U2: 323, 333, 343, 346, 347, 353</p> <p>TG U3: 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>TG U4: 223, 253, 263, 272, 273, 282, 283, 286, 343, 362</p>
8. Explain how an author uses reasons and evidence to support particular points in a text.	<p>TG U1: 96, 97, 164, 165, 166, 167, 303, 305, 332, 333</p> <p>TG U2: 352, 353, 356, 357, 363</p> <p>TG U3: 36, 136, 263, 282, 283</p> <p>TG U4: 212, 213, 214, 222, 223, 224, 225, 232, 233, 242, 243, 253,262, 263, 264, 265, 267, 272, 273</p>
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<p>TG U1: 172, 173, 174, 175, 176, 177, 322, 323, 372, 373, 374, 376,377, 382, 383</p> <p>TG U2: 292, 293, 372, 373, 376, 382, 383</p> <p>TG U3: 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>TG U4: 362, 363, 364, 365, 382, 383, 384, 385, 386, 387</p>
Range of Reading and Level of Text Complexity	
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>TG U1: 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>TG U2: 275, 285, 295, 305, 315, 325, 335, 345, 355, 385</p> <p>TG U3: 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>TG U4: 215, 225, 235, 245, 255, 265, 275, 285, 345, 355, 365, 385</p>

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K-12 Louisiana Student Standards for English Language Arts and Literacy	ReadyGEN ©2016 Grade 4
Reading Standards for Foundational Skills	
<p>These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know— to discern when particular children or activities warrant more or less attention.</p>	
Print Concepts	
1. Mastered in grade 1.	Mastered in grade 1 according to the Louisiana Student Standards for English Language Arts and Literacy
Phonological Awareness	
2. Mastered in grade 1.	Mastered in grade 1 according to the Louisiana Student Standards for English Language Arts and Literacy
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 372, 382, FS2–FS16, FS20–FS25</p> <p>TG U2: 12, 22, 32, 42, 52, 112, 122, 132, 142, 152, 162, 212, 222, 232, 382, 392, FS2–FS4, FS8–FS10, FS14–FS25</p> <p>TG U3: 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 382, FS5–FS16, FS20–FS25</p> <p>TG U4: 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>

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K-12 Louisiana Student Standards for English Language Arts and Literacy	ReadyGEN ©2016 Grade 4
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text ⁷ with purpose and understanding.	<p>TG U1: 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>TG U2: 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>TG U3: 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>TG U4: 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>TG U1: 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>TG U2: 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>TG U3: 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>TG U4: 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>TG U1: FS4, FS7, FS10, FS13, FS16, FS19, FS22, FS25</p> <p>TG U2: 125, 225, 295, 317</p> <p>TG U3: 277, 317, FS2–FS4, FS17–FS19</p> <p>TG U4: 67, 97, 127, 167, 217, 277, 347, 387</p>

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K-12 Louisiana Student Standards for English Language Arts and Literacy	ReadyGEN ©2016 Grade 4
Writing Standards	
The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected</i>	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	TG U2: 218, 219, 220, 238, 239, 240, 248, 249, 250, 280, 338, 339,340, 350 TG U3: 18, 19, 20, 48, 49, 50, 58, 59, 60, 88, 89, 90, 128, 129, 130,192, 193, 194, 195, 196 TG U4: 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
b. Provide reasons that are supported by facts and details.	TG U1: 37 TG U2: 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 TG U3: 18, 19, 20, 28, 29, 30, 38, 39, 40, 68, 69, 70, 98, 99, 100, 108,109, 110, 118, 119, 120, 192, 193, 194 TG U4: 238, 239, 240, 258, 259, 260, 268, 270, 278, 279, 280, 288,289, 290, 299, 328, 329, 330, 350, 360, 368, 369, 370, 392
c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).	TG U2: 298, 299, 300, 358, 359, 360 TG U3: 68, 69, 70, 168, 169, 170, 192, 196 TG U4: 228, 230, 298, 299, 300, 368, 369, 370, 392
d. Provide a concluding statement or section related to the opinion presented.	TG U2: 368, 369, 370, 392, 396 TG U3: 100, 128, 148, 149, 150, 158, 159, 160, 192, 196 TG U4: 279, 280, 288, 289, 290, 338, 339, 340, 369, 370, 392

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2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	TG U1: 18, 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 TG U3: 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.	TG U1: 48, 49, 50, 78, 79, 80, 138, 139, 140, 268, 269, 270 TG U3: 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>).	TG U1: 158, 159, 160, 238, 239, 240 TG U3: 308, 309, 310, 392, 394, 396
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG U1: 98, 99, 100, 298, 299, 300, 318, 319, 320 TG U3: 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.	TG U1: 168, 169, 170, 192, 388, 389, 390, 392 TG U3: 358, 359, 360, 392, 396
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	TG U2: 18, 19, 20, 58, 59, 60, 130, 138, 139, 140, 158, 159, 160 TG U4: 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.	TG U2: 28, 29, 30, 38, 39, 40, 58, 59, 60, 108, 109, 110, 118, 119, 120,148, 149, 150, 192, 196 TG U4: 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.	TG U2: 28, 88, 89, 90, 158, 159, 160, 178, 179, 180 TG U4: 78, 79, 80, 120, 148, 149, 150, 192, 196

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d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	TG U2: 28, 68, 69, 70, 78, 79, 80, 98, 99, 100, 192 TG U4: 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.	TG U2: 28, 129, 130, 168, 169, 170 TG U4: 100, 119, 120, 158, 159, 160, 192, 196
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	TG U1: 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 TG U2: 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 TG U3: 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 TG U4: 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
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	TG U1: 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 TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 110, 120, 130, 140, 150, 160,300, 310, 320, 330, 340, 350, 360, 370, 380, 390 TG U3: 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 TG U4: 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

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6. With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.	<p>TG U1: 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>TG U2: 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>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150,330, 340, 350, 360, 370, 380, 390</p> <p>TG U4: 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>
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<p>TG U1: 38, 39, 40, 108, 109, 110, 192, 258, 259, 260, 392</p> <p>TG U3: 40, 219, 239, 249, 259, 278, 279, 280, 288, 289, 290, 298, 299,309, 310, 318, 319</p> <p>TG U4: 58, 59, 60, 239, 258, 259, 318, 319, 320</p>
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.	<p>TG U1: 108, 109, 110, 258, 259, 260</p> <p>TG U3: 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</p> <p>TG U4: 18, 19, 20, 60, 239, 249, 258, 259, 278, 279, 298, 299, 318,319, 320, 349, 359, 360</p>
9. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.	
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].”).	<p>TG U1: 68, 69, 70</p> <p>TG U2: 18, 28, 48, 58, 68, 98, 108, 128, 138, 148, 158, 168, 178, 188,228, 238, 248, 258, 268, 374, 376</p> <p>TG U3: 78, 88, 89, 98, 99, 108, 109, 118, 119, 120</p> <p>TG U4: 28, 59, 68, 78, 88, 89, 108, 128, 148, 158, 168, 374, 376</p>

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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”).	TG U1: 388, 389, 390 TG U2: 278, 288, 298, 308, 328, 348 TG U3: 228, 229, 238, 248, 268, 269, 270, 278, 279, 280, 288, 318,328, 338 TG U4: 284, 286
Range of Writing	
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.	TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140,307, 310, 320, 330, 340, 350, 360, 370, 380, 390 TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150,320, 330, 340, 350, 360, 370, 380, 390 TG U3: 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 TG U4: 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
Speaking and Listening Standards	
The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year’s grade- specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	TG U1: 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 TG U2: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153,323, 333, 343, 353, 363, 373, 383 TG U3: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153,323, 333, 343, 353, 363, 373, 383, 393 TG U4: 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

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<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>TG U1: 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 TG U2: 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 TG U3: 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 TG U4: 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>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,322, 332, 342, 352, 362, 372, 382 TG U2: 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 TG U3: 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 TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,322, 332, 342, 352, 362, 372, 382</p>
<p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>TG U1: 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 TG U2: 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 TG U3: 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 TG U4: 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>

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2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TG U1: 216 TG U3: 24, 25, 26, 27, 162, 163, 164, 165, 166, 167, 222, 223, 224,225, 226, 227, 242, 243, 244, 245, 246, 247 TG U4: 223, 227, 229, 253, 263, 297
3. Identify the reasons and evidence a speaker provides to support particular points.	TG U2: 230, 250, 270, 280, 300, 310, 320, 330 TG U3: 112, 113, 140, 150, 230, 270, 282, 283, 290 TG U4: 30, 60, 90, 120, 130, 182, 183, 322, 323
Presentation of Knowledge and Ideas	
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.	TG U1: 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 TG U2: 17, 27, 47, 57, 77, 87, 147, 157, 177, 217, 247, 267, 277, 287,307, 317, 327, 347, 357, 377, 387 TG U3: 17, 27, 36, 37, 47, 77, 136, 137, 167, 177, 187, 236, 237, 277,287, 307, 317, 327, 336, 337, 357, 377, 387 TG U4: 17, 27, 47, 72, 82, 93, 122, 127, 217, 227, 247, 267, 287, 297,307, 317, 327, 347, 357, 367, 377
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	TG U1: 194, 222, 380 TG U2: 188, 189, 190, 194, 198, 388, 389, 390 TG U3: 188, 189, 190, 194, 198, 280, 300, 394, 398 TG U4: 194, 198, 390, 394, 398
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, audience, and situation.	TG U1: 384, 386 TG U4: 398

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Language Standards	
The following standards for grades offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
Conventions of Standard English	
1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	TG U1: 41, 61 TG U2: 120, 121 TG U3: 40, 41, 170, 171, 230, 231, 240, 241, 250, 251 TG U4: 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.	TG U1: 91, 351 TG U2: 140, 141, 160, 161, 350, 351 TG U3: 20, 21, 140, 141, 300, 301, 370, 371 TG U4: 90, 91, 250, 251, 320, 321
c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	TG U1: 101, 151, 321, 361 TG U3: 30, 31, 90, 91, 260, 261, 320, 321 TG U4: 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>).	TG U1: 81 TG U2: 20, 21, 30, 31 TG U3: 60, 61, 110, 111, 130, 131, 340, 341 TG U4: 20, 21, 340, 341, 350, 351
e. Form and use prepositional phrases.	TG U1: 131, 331 TG U2: 110, 111 TG U3: 70, 71, 150, 151, 350, 351, 360, 361 TG U4: 80, 81, 290, 291, 390, 391
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	TG U1: 111, 121, 141, 221, 231, 241, 281, 291, 301, 311 TG U2: 70, 71, 80, 81, 100, 101, 300, 301, 320, 321 TG U3: 220, 221, 280, 281, 290, 291 TG U4: 130, 131

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g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	TG U1: 191, 371, 391 TG U2: 150, 151 TG U3: 100, 101, 160, 161
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use correct capitalization.	TG U1: 161, 178, 180, 369, 370 TG U2: 190, 191, 220, 221, 230, 231, 240, 241 TG U3: 50, 51
b. Use commas and quotation marks to mark direct speech and quotations from a text.	TG U1: 171, 181 TG U2: 40, 41, 50, 51, 170, 171, 260, 261, 290, 291 TG U3: 80, 81, 270, 271, 390, 391 TG U4: 40, 43, 100, 120, 121, 230, 231, 280, 281, 360, 361
c. Use a comma before a coordinating conjunction in a compound sentence.	TG U1: 111 TG U2: 90, 91, 311, 321, 331, 341, 360, 361 TG U3: 120, 121, 180, 181, 190, 191, 330, 331, 380, 381 TG U4: 140, 141, 180, 181, 270, 271, 380, 381
d. Spell grade-appropriate words correctly, consulting references as needed.	TG U1: 178, 180, 368, 369, 370, 381 TG U2: 181, 370, 371, 380, 381 TG U3: 310, 311 TG U4: 190, 191, 310, 311
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose words and phrases to convey ideas precisely.	TG U1: 74 TG U2: 68, 69, 70, 78, 79, 80, 148, 149, 150 TG U3: 64, 65, 66, 67, 124, 125, 126, 127, 258, 259, 260, 364, 365, 366, 367, 368, 369, 370 TG U4: 23, 33, 66, 124, 126, 127, 274, 275, 276, 277
b. Choose punctuation for effect.	TG U2: 281 TG U4: 34, 38, 40, 41, 43

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c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	TG U1: 384, 385, 386
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	TG U1: 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 TG U2: 93, 113, 162, 172, 182, FS11–FS13 TG U3: 144, 145, 146, 147, 153, 163, 254, 255, 256, 257, 343, 353, 373, 383 TG U4: 154, 155, 156, 157, 213, 223, 243, 263, 273, 312, 323, 383
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	TG U1: FS8–FS10, FS14–FS16, FS20–FS25 TG U2: 12, 22, 32, 42, 52, 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, FS2–FS4, FS14–FS16, FS20–FS22 TG U3: 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 TG U4: 212, 222, 232, 242, 252, 362, 372, 382, FS5–FS7, FS14–FS16, FS23–FS25
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	TG U1: 213, 381, FS15, FS17, FS18, FS23–FS25 TG U2: 180, 181, 224, 371, 381, 390, 391, FS3, FS6, FS9, FS11–FS14, FS16, FS18, FS19, FS21, FS23 TG U3: 63, 64, 292, 311, 312, 322, 343, 352, 370, 392, FS2, FS3, FS6, FS7, FS11–FS24 TG U4: 213, 234, 262, 272, 292, 302, 322, 352

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5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	TG U2: 33, 113, 114, 115, 116, 117, 118, 119 TG U3: 53, 54, 56, 57, 84, 85, 86, 87, 113, 134, 135, 283 TG U4: 63, 73, 84, 85, 86, 87, 93
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	TG U1: 63, 83, 153, 213, 273, 283, 303, 333 TG U2: 87, 94, 95, 96, 97, 103, 123, 143, 283, 313, 343 TG U3: 73, 103 TG U4: 33, 53, 67, 83, 97, 323, 373
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	TG U1: 334, 335, FS17-FS19 TG U2: 224, 226, 227 TG U3: 124, 126, 127, 262, 272, 282, 292, 302, FS17-FS19 TG U4: 254, 255, 256, 257
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).	TG U1: 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 TG U2: 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 TG U3: 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 TG U4: 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