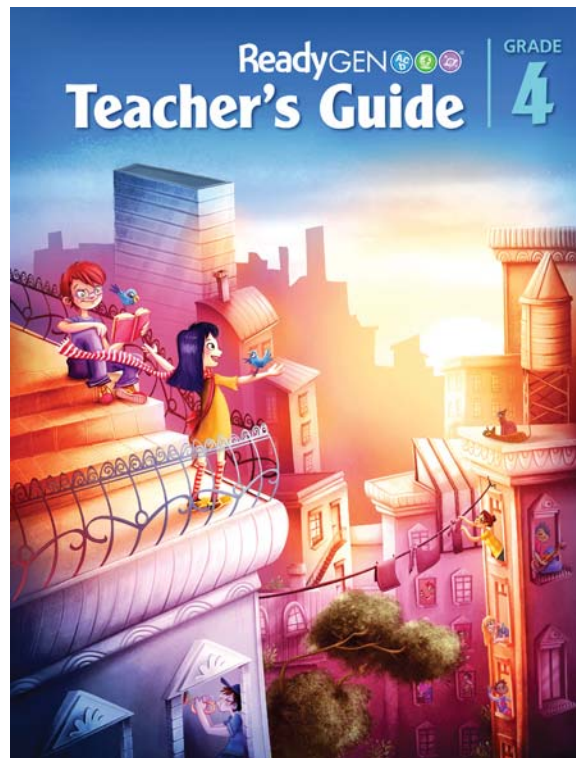


A Correlation of

**ReadyGEN**

Grade 4, ©2016



To the

**K-5 English Language Arts  
Missouri Learning Standards:  
Grade-Level Expectations**

# A Correlation of ReadyGEN ©2016 to the K-5 English Language Arts Missouri Learning Standards: Grade-Level Expectations

## Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *K-5 English Language Arts Missouri Learning Standards: Grade-Level Expectations*. 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-5 English Language Arts Missouri Learning Standards: Grade-Level Expectations	ReadyGEN ©2016 Grade 4
<b>Reading</b>	
<b>1 Develop and apply skills to the reading process.</b>	
<b>Grade 4</b>	
<b>A Comprehension</b>	
<b>6-12 Correlation Reading Literary 1A, Reading Informational 1A</b>	
Develop and demonstrate reading skills in response to text by:	
a. drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text	<p><b>TG U1:</b> 13, 16, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 136, 137, 143, 153, 163, 167, 173, 183, 213, 223, 233, 236, 237, 243, 263, 273, 283, 293, 303, 313, 323, 333, 336</p> <p><b>TG U2:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 136, 137, 143, 153, 163, 173, 183, 213, 223, 243, 253, 272, 273, 282, 283, 292, 293, 302, 303, 312, 313, 322, 323, 332, 333, 336, 337, 342, 343, 352, 353, 362, 263, 363, 373, 382, 383, 384</p> <p><b>TG U3:</b> 13, 23, 33, 34, 35, 36, 37, 43, 53, 63, 72, 73, 74, 75, 76, 77, 82, 83, 92, 93, 102, 103, 104, 106, 107, 132, 133, 162, 163, 172, 173, 182, 183, 292, 293, 302, 303, 304, 312, 313, 323, 324, 325, 326, 327, 342, 343, 352, 353, 362, 363, 372, 373, 374, 375, 376, 377, 382, 383</p> <p><b>TG U4:</b> 13, 23, 33, 36, 37, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 136, 137, 143, 153, 163, 173, 213, 223, 233, 236, 237, 243, 244, 245, 246, 247, 252, 253, 263, 273, 283, 284, 286, 287, 293, 303, 313, 323, 333, 336, 337, 342, 343, 344, 345, 346, 347, 373, 383</p>
b. drawing conclusions by providing textual evidence of what the text says explicitly	<p><b>TG U1:</b> 117, TR9</p> <p><b>TG U2:</b> TR9</p> <p><b>TG U3:</b> 118, TR9</p> <p><b>TG U4:</b> 13, 83, 242, 244, 245, 246, 247, 342, 343, TR9</p>

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c. monitoring comprehension and making corrections and adjustments when understanding breaks down	<p><b>TG U1:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p><b>TG U2:</b> 15, 25, 35, 35, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p><b>TG U3:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p><b>TG U4:</b> 15, 25, 35, 35, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p>
<p><b>B Vocabulary</b> <b>6-12 Correlation Reading Literary 1B, Reading Informational 1B</b> Develop an understanding of vocabulary by:</p>	
a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes	<p><b>TG U1:</b> FS8-FS10, FS14-FS16, FS20-FS25</p> <p><b>TG U2:</b> 12, 22, 32, 42, 52, 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, FS2-FS4, FS14-FS16, FS20-FS22</p> <p><b>TG U3:</b> 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 362, 372, 382, FS5-FS16, FS23-FS25</p> <p><b>TG U4:</b> 212, 222, 232, 242, 252, 362, 372, 382, FS5-FS7, FS14-FS16, FS23-FS25</p>
b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words	<p><b>TG U1:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 213, 223, 233, 253, 263, 273, 293, 303, 333, 343, 353</p> <p><b>TG U2:</b> 13, 23, 33, 43, 53, 73, 93, 103, 113, 123, 133, 143, 153, 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313, 323, 343, 353</p> <p><b>TG U3:</b> 13, 23, 33, 43, 53, 63, 73, 83, 103, 143, 153, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 303, 323, 333, 343, 353, 383</p> <p><b>TG U4:</b> 13, 23, 33, 43, 53, 73, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293, 294, 303, 304</p>

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c. completing analogies	<b>TG U1:</b> 126 <b>TG U4:</b> 183
d. identifying the meaning of common idioms and figurative language	<b>TG U1:</b> 63, 83, 153, 213, 273, 283, 303, 333 <b>TG U2:</b> 33, 94, 95, 96, 97, 103, 113, 114, 115, 116, 117, 118, 119, 123, 143, 283, 313, 343 <b>TG U3:</b> 73, 103, 153, 54, 56, 57, 84, 85, 86, 87, 113, 134, 135, 283 <b>TG U4:</b> 53, 63, 73, 83, 84, 85, 86, 87, 93, 323, 373
e. using a dictionary or glossary to determine the meanings, syllabication, and pronunciation or unknown words	<b>TG U1:</b> 213, 381, FS15, FS17, FS18, FS23–FS25 <b>TG U2:</b> 180, 181, 224, 371, 381, 390, 391, FS3, FS6, FS9, FS11–FS14, FS16, FS18, FS19, FS21, FS23 <b>TG U3:</b> 63, 64, 292, 311, 312, 322, 343, 352, 370, 392, FS2, FS3, FS6, FS7, FS11–FS24 <b>TG U4:</b> 213, 234, 262, 272, 292, 302, 322, 352
f. using conversational, general academic, and domain-specific words and phrases	<b>TG U1:</b> 23, 43, 64, 73, 74, 83, 84, 104, 124, 144, 154, 164, 184, 213, 214, 223, 224, 234, 244, 254, 264, 274, 284, 294, 304, 312, 314, 324 <b>TG U2:</b> 54, 64, 74, 84, 94, 114, 124, 134, 144, 154, 164, 174, 184, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334, 344, 354, 364 <b>TG U3:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314 <b>TG U4:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 235, 244, 254, 264, 274, 284, 292, 293, 294
<b>C Making Connections 6-12 Correlation Reading Literary 3B</b>	
Explain relevant connections between:	
a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)	<b>TG U1:</b> 132-134, 136, 137, 162-164, 166, 167, 172-174, 176, 177, TR20 <b>TG U2:</b> 292-294, 296, 297, 362-364, 366, 367, 372-374, 376, 377, 382-384, 386, 387, TR20 <b>TG U3:</b> 162-164, 166, 167, 172-174, 176, 177, 182-184, 186, 187, 362-364, 366, 367, 372-374, 376, 377, 382-384, 386, 387, TR20 <b>TG U4:</b> 382-384, 386, 387, TR20

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b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)	<p><b>TG U1:</b> 97, 98, 107, 112, 116, 117, 122, 127, 131, 132, 143, 152, 154, 159, 162, 163, 164, 166, 169, 172, 182, 193, 194, TR20</p> <p><b>TG U2:</b> 232, 284, TR20</p> <p><b>TG U3:</b> 163, 328, 373, TR20</p> <p><b>TG U4:</b> 279, TR20</p>
<b>D Independent Text No 6- 12 Correlation</b>	
Read independently for multiple purposes over sustained periods of time by:	
a. reading text that is developmentally appropriate	<p><b>TG U1:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p><b>TG U2:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p><b>TG U3:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p><b>TG U4:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p>
b. producing evidence of reading	<p><b>TG U1:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p><b>TG U2:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p><b>TG U3:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p><b>TG U4:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p>

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<b>K-5 English Language Arts Missouri Learning Standards: Grade-Level Expectations</b>	<b>ReadyGEN ©2016 Grade 4</b>
<b>2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</b>	
<b>A Fiction</b>	
<b>6-12 Correlation Reading Literary 1A</b>	
Read, infer, analyze, and draw conclusions to:	
a. summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme	<b>TG U1:</b> TR67 <b>TG U2:</b> 42-44, 45-46, 47, 69, 70, 83-87, 93, 252, 332, TR67 <b>TG U3:</b> 94, 96, 162-164, 165-166, TR67 <b>TG U4:</b> 52-54, 56, 57, 82, 92-93, 96, 312-314, 316, 372-374, 376, TR67
b. describe the personality traits of characters from the thoughts, words, and actions	<b>TG U1:</b> 22-24, 26, 27 <b>TG U2:</b> 142-144, 146, 147, 162-164, 166, 167, 212-214, 216, 217 <b>TG U3:</b> 112-114, 116, 117, 302-304, 306, 307 <b>TG U4:</b> 72-74, 76, 77, 292-294, 296, 297
c. describe the interaction of characters, including relationships and how they change	<b>TG U1:</b> 22-24, 26, 27 <b>TG U2:</b> 102-104, 106, 107, 108-110, <b>TG U3:</b> 112-114, 116, 117 <b>TG U4:</b> 72-74, 76, 77, 102-104, 106, 107
d. compare and contrast the adventures or exploits of characters and their roles	<b>TG U1:</b> 132-134, 136, 137, 162-164, 166, 167 <b>TG U2:</b> 172-174, 176, 177, 183 <b>TG U4:</b> 132-134, 182-184, 186, 187, 292-294, 296, 297
e. compare and contrast the point of view from which stories are narrated, explain whether the narrator or speaker of a story is first or third person	<b>TG U1:</b> 32, 33, 34, 35 <b>TG U2:</b> 32, 33, 34, 35, 176 <b>TG U3:</b> 143 <b>TG U4:</b> 23, 63, 144, 145, 146, 147, 324, 326, 327
<b>B Poetry</b>	
<b>6-12 Correlation Reading Literary 1A, 2A, 2C</b>	
Read, infer and draw conclusions to:	
a. explain structural elements of poetry	<b>TG U1:</b> 72, 222 <b>TG U2:</b> 42, 45, 332 <b>TG U3:</b> 22, 72, 152, 212, 242, 282 <b>TG U4:</b> 22, 142, 152, 272, 342, 352



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<b>C Drama</b>	
<b>6-12 Correlation Reading Literary 1A, 2A, 2C</b>	
Read, infer and draw conclusions to:	
a. analyze how characters change from the beginning to the end of a play or film	<b>TG U4:</b> 372-374, 376, 377
b. explain structural elements of dramatic literature	<b>TG U4:</b> 372-374, 376, 377
<b>3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b>	
<b>A Text Features</b>	
<b>6-12 Correlation Reading Informational 1A, 1C</b>	
Read, infer and draw conclusions to:	
a. use multiple text features to locate information and gain an overview of the contents of text	<b>TG U1:</b> 82, 222, 224, 226, 262, 274, 293, 294, 295, 296, 297, 302, 308, 309, 312, 322, 386, 394, TR58, <b>TG U2:</b> 312, TR58 <b>TG U3:</b> 22, 33, 62, 214, 218, 228, 242, 244, 248, 253, 263, 272, 273, 282, 287, 299, 328, 332, 362, 397, TR58 <b>TG U4:</b> 174, 213, 214, 216, 222, 237, 262, 348, TR58
b. describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure	<b>TG U1:</b> 322-324, 325-327 <b>TG U3:</b> 272-274, 276, 277, 322-324, 326, 327 <b>TG U4:</b> 344, 345-347
c. interpret and explain factual information presented graphically	<b>TG U1:</b> 242, 243, 244, 245, 246, 247, 274, 282, 283, 286, 287, 292, 293, 295, 296, 297, 302, 303, 305 <b>TG U2:</b> 323, 333, 343, 346, 347, 353 <b>TG U3:</b> 13, 16, 17, 23, 24, 25, 26, 27, 33, 43, 163, 187, 222, 223, 224, 225, 226, 227, 233, 243, 262, 263, 317, 322, 323, 373, 383 <b>TG U4:</b> 223, 253, 263, 272, 273, 282, 283, 286, 343, 362

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<b>B Literary Techniques</b>	
<b>6-12 Correlation Reading Informational 1D, 2D, 2B, 2C</b>	
Read, infer and draw conclusions to:	
a. explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography	<b>TG U1:</b> 38, 92-94, 95, 96, 97, 102, 112, 134 <b>TG U4:</b> 295, 305
b. analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis	<b>TG U1:</b> 96, 97, 164, 165, 166, 167, 303, 305, 332, 333 <b>TG U2:</b> 352, 353, 356, 357, 363 <b>TG U3:</b> 36, 136, 263, 282, 283 <b>TG U4:</b> 212, 213, 214, 222, 223, 224, 225, 232, 233, 242, 243, 253, 262, 263, 264, 265, 267, 272, 273
c. explain how an author uses language to present information to influence what the reader thinks or does	<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>C Text Structures</b>	
<b>6-12 Correlation Reading Informational 2A</b>	
Read, infer and draw conclusions to:	
a. distinguish fact from opinion in a text and explain how to verify what is a fact	<b>TG U3:</b> 118, 119, 219, 279, 319 <b>TG U4:</b> 239
b. explain explicit and implicit relationships among ideas in texts	<b>TG U1:</b> 362, 363, 367, 372-374, 376, 377, 382-384, 386, 387 <b>TG U3:</b> 172, 173, 174, 176, 312, 313, 314, 315, 316, 317, 332, 333, 334, 362, 363
c. explain author's purpose	<b>TG U1:</b> 183, 185, 187, 287 <b>TG U3:</b> 177, 282, 283, 284, 285, 286, 287, 363, 364, 365 <b>TG U4:</b> 264, 266, 267, 274, 275
d. compare and contrast a firsthand and secondhand account of the same event or topic	<b>TG U1:</b> 363, 367 <b>TG U3:</b> 172, 173, 174, 176, 312, 313, 314, 315, 316, 317, 332, 333, 334, 362, 363

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<b>4 Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b>	
<b>A Digital and Media Literacy 6-12 Correlation Reading Literary 3A</b>	
Read to develop an understanding of media and its components by:	
a. explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior	<b>TG U2:</b> 50, 137 <b>TG U4:</b> 193, 218, 337, 394, 398
b. explaining how various design techniques used in media influence the message	<b>TG U2:</b> 50, 137 <b>TG U4:</b> 193, 218, 337, 394, 398
c. comparing various written conventions used for digital media	Related Content: <b>TG U1:</b> 244, 393, 394, 396 <b>TG U3:</b> 387, 392, 394, 396
d. explaining text structures and graphics features of a web page and how they help readers to comprehend text	<b>TG U1:</b> 129, 330 <b>TG U3:</b> 219 <b>TG U4:</b> 59
<b>Reading Foundations</b>	
<b>1 Understand how English is written and read (Start of Reading Foundations).</b>	
<b>A Print Awareness No 6-12 Correlation</b>	
<b>2 Understand how English is written and read.</b>	
<b>A Phonemic Awareness No 6-12 Correlation</b>	
<b>3 Understand how English is written and read.</b>	
<b>A Phonics No 6-12 Correlation</b>	
Develop phonics in the reading process by:	
a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context	<b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 372, 382, FS2–FS16, FS20–FS25 <b>TG U2:</b> 12, 22, 32, 42, 52, 112, 122, 132, 142, 152, 162, 212, 222, 232, 382, 392, FS2–FS4, FS8–FS10, FS14–FS25 <b>TG U3:</b> 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 382, FS5–FS16, FS20–FS25 <b>TG U4:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 212, 222, 232, 242, 252, 353, 362, 372, 382, FS2–FS7, FS14–FS16, FS20–FS25

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b. reading root words, prefixes, and suffixes and important words from specific content curricula	<p><b>TG U1:</b> FS8–FS10, FS14–FS16, FS20–FS25</p> <p><b>TG U2:</b> 12, 22, 32, 42, 52, 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, FS2–FS4, FS14–FS16, FS20–FS22</p> <p><b>TG U3:</b> 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 362, 372, 382, FS5–FS16, FS23–FS25</p> <p><b>TG U4:</b> 212, 222, 232, 242, 252, 362, 372, 382, FS5–FS7, FS14–FS16, FS23–FS25</p>
<b>4 Understand how English is written and read.</b>	
<b>A Fluency</b>	
<b>No 6-12 Correlation</b>	
Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension	
a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	<p><b>TG U1:</b> FS4, FS7, FS10, FS13, FS16, FS19, FS22, FS25</p> <p><b>TG U2:</b> 125, 225, 295, 317</p> <p><b>TG U3:</b> 277, 317, FS2–FS4, FS17–FS19</p> <p><b>TG U4:</b> 67, 97, 127, 167, 217, 277, 347, 387</p>
<b>Writing</b>	
<b>1 Apply a writing process to develop a text for audience and purpose.</b>	
<b>A Prewriting</b>	
<b>6-12 Correlation Writing 2A</b>	
Follow a writing process to plan a first draft by:	
a. selecting a genre appropriate for conveying the purpose to an intended audience	<p><b>TG U1:</b> 148-150, 358-360</p> <p><b>TG U2:</b> 18-20, 78-80, 188-190</p> <p><b>TG U3:</b> 38-40, 118-120, 188-190, 298-300, 308-310, 338-340</p> <p><b>TG U4:</b> 268-270, 308-310, 388-390</p>
b. formulating questions related to the topic	<p><b>TG U1:</b> 128-130, 258-260, 277-279, 328-330, 392-394, 396-398</p> <p><b>TG U2:</b> 396-398</p> <p><b>TG U3:</b> 278-280, 288-290, 298-300</p> <p><b>TG U4:</b> 58-60, 258-260, 318-320</p>

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c. accessing prior knowledge or building background knowledge related to the topic	<p><b>TG U1:</b> 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 193, 218, 228, 238, 248, 258, 268, 278, 288, 298, 308, 318, 328, 338, 348, 358, 368, 378, 388, 393</p> <p><b>TG U2:</b> 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 193, 218, 228, 238, 248, 258, 268, 278, 288, 298, 308, 318, 328, 338, 348, 358, 368, 378, 388, 393</p> <p><b>TG U3:</b> 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 193, 218, 228, 238, 248, 258, 268, 278, 288, 298, 308, 318, 328, 338, 348, 358, 368, 378, 388, 393</p> <p><b>TG U4:</b> 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 193, 218, 228, 238, 248, 258, 268, 278, 288, 298, 308, 318, 328, 338, 348, 358, 368, 378, 388, 393</p>
d. using a pre-writing strategy	<p><b>TG U1:</b> 99, 128, 130, 169, 229, 249, 258, 269, 289, 328, 329, 339, 349, 389</p> <p><b>TG U2:</b> 69, 99, 109, 119, 149, 299, 300, 369, 389</p> <p><b>TG U3:</b> 69, 128, 129, 130, 139, 229, 299, 319, 338, 339, 340, 348, 350</p> <p><b>TG U4:</b> 19, 69, 79, 89, 119, 129, 138, 139, 140, 149, 150, 159, 249, 279, 359, 368</p>
<b>B Draft 6-12 Correlation Writing 2A</b>	
Appropriate to genre type, develop a draft from prewriting by:	
a. generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound	<p><b>TG U1:</b> 18-20, 28-30, 61, 109, 111, 118-120, 148-150, 218-220, 230, 231, 278-280, 291, 308-310, 311</p> <p><b>TG U2:</b> 91, 101, 238-240, 301, 310, 311, 321, 331, 340, 341</p> <p><b>TG U3:</b> 48-50, 121, 191, 218-220, 228-230, 238-240, 331, 348-350, 380, 381, 392-394</p> <p><b>TG U4:</b> 101, 140, 141, 171, 180, 181, 270, 271, 330, 380, 381</p>
b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph	<p><b>TG U1:</b> 38, 39, 40, 59, 60, 78, 79, 80, 119, 299, TR62, TR67</p> <p><b>TG U2:</b> 338, TR62, TR67</p> <p><b>TG U3:</b> TR62, TR67</p> <p><b>TG U4:</b> TR62, TR67</p>

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c. categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs	<p><b>TG U1:</b> 38-40, 58-60, 68-70, 78-80, 118-120, 148-150, 168-170, 192-199, 218-220, 278-280, 338-340, 358-360, 388-390, 392-399</p> <p><b>TG U2:</b> 18-20, 28-30, 138-140, 158-160, 168-170, 192-199, 238-240, 298-300, 338-340, 358-360, 368-370, 392-399</p> <p><b>TG U3:</b> 58-60, 68-70, 78-80, 128-130, 138-140, 148-150, 192-199, 218-220, 248-250, 268-270, 288-290, 298-300, 348-350, 358-360, 392-399</p> <p><b>TG U4:</b> 48-50, 78-80, 108-110, 192-199, 228-230, 238-240, 248-250, 278-280, 288-290, 328-339, 338-340, 392-399</p>
<p>d. addressing an appropriate audience</p> <p><i>Note: Refer to <b>Grade 4, W2A-C</b> genre specific standards.</i></p>	<p><b>TG U1:</b> 29, 59, 69, 379</p> <p><b>TG U2:</b> 80, 189, 388, 389</p> <p><b>TG U3:</b> 49, 188, 189, 198, 311, 338, 339, 340, 388, 389</p> <p><b>TG U4:</b> 188, 189, 388, 389</p>
<p><b>C Revise/Edit</b> <b>6-12 Correlation Writing 3A</b></p>	
<p>Reread, revise and edit drafts with assistance to:</p>	
<p>a. develop and strengthen writing by revising</p> <ul style="list-style-type: none"> <li>• main idea</li> <li>• sequence (ideas)</li> <li>• focus</li> <li>• beginning/middle/end</li> <li>• details/facts (from multiple sources, when appropriate)</li> <li>• word choice (related to the topic)</li> <li>• sentence structure</li> <li>• transitions</li> <li>• audience and purpose</li> <li>• voice</li> </ul>	<p><b>TG U1:</b> 59, 180, 368, 370, 380, 389</p> <p><b>TG U2:</b> 30, 69, 80, 119, 159, 160, 390</p> <p><b>TG U3:</b> 149, 150, 159, 160, 168, 169, 170, 300, 368, 370</p> <p><b>TG U4:</b> 70, 79, 120, 150, 160, 168, 169, 170, 280, 358, 369, 378-380</p>
<p>b. edit for language conventions</p>	<p><b>TG U1:</b> 190, 368, 369, 370</p> <p><b>TG U2:</b> 178, 180, 379, 380</p> <p><b>TG U3:</b> 178, 180, 378, 379, 380</p> <p><b>TG U4:</b> 178, 180, 219, 378, 379, 380</p>

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<b>D Produce/Publish and Share Writing 6-12 Correlation Writing 2A</b>	
With assistance from adults/peers:	
a. use technology, including the Internet, to produce and publish writing	<p><b>TG U1:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 300, 310, 320, 330, 340, 350, 360, 370, 378, 379, 380, 390</p> <p><b>TG U2:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390, 394, 398</p> <p><b>TG U3:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 330, 340, 350, 360, 370, 380, 390</p> <p><b>TG U4:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390, 394, 398</p>
b. demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting	<p><b>TG U1:</b> 192, 392</p> <p><b>TG U2:</b> 392</p> <p><b>TG U3:</b> 392</p>
Note: Refer to Grade 4, W2A-C genre specific standards.	
<b>2 Compose well-developed writing texts for audience and purpose.</b>	
<b>A Opinion/Argumentative 6-12 Correlation Writing 2A</b>	
Write opinion texts that:	
a. introduce a topic or text being studied using an introductory paragraph	<p><b>TG U2:</b> 218, 219, 220, 238, 239, 240, 248, 249, 250, 280, 338, 339, 340, 350</p> <p><b>TG U3:</b> 18, 19, 20, 48, 49, 50, 58, 59, 60, 88, 89, 90, 128, 129, 130, 192, 193, 194, 195, 196</p> <p><b>TG U4:</b> 228, 229, 230, 238, 239, 240, 260, 268, 269, 270, 280, 288, 289, 290, 308, 309, 310, 349, 350, 359, 360, 368, 369, 370, 392</p>
b. state an opinion or establish a position and provide reasons for the opinion/position, supported by facts and details	<p><b>TG U2:</b> 218-220, 238-240, 338-340</p> <p><b>TG U3:</b> 18-20, 38-40, 48-50, 58-60, 68-70, 192-199</p> <p><b>TG U4:</b> 228-230, 238-240, 268-270, 308-310, 368-370, 392-399</p>

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c. use specific and accurate words that are related to the topic, audience and purpose	<b>TG U2:</b> 228-230, 248-250, 298-300, 318-320, 358-360, 378-380 <b>TG U3:</b> 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
d. contain information using student’s original language, except when using direct quotation from a source	<b>TG U2:</b> 258-260 <b>TG U4:</b> 278-280, 318-320
e. reference the name of the author(s) or name of the source used for details or facts included in the text	<b>TG U4:</b> 278-280, 318-320
f. use transitions to connect opinion and reason	<b>TG U2:</b> 298, 299, 300, 358, 359, 360 <b>TG U3:</b> 68, 69, 70, 168, 169, 170, 192, 196 <b>TG U4:</b> 228, 230, 298, 299, 300, 368, 369, 370, 392
g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs	<b>TG U2:</b> 268-270, 338-340, 358-360, 368, 369, 370, 392, 396 <b>TG U3:</b> 18-20, 38-40, 58-60, 100, 118-120, 128, 138-140, 148, 149, 150, 158, 159, 160, 192, 196 <b>TG U4:</b> 228-230, 279, 280, 288, 289, 290, 338, 339, 340, 348-350, 369, 370, 392
<b>B Informative/Explanatory 6-12 Correlation Writing 2A</b>	
Write informative/ explanatory texts that:	
a. introduce a topic using a topic sentence in an introductory paragraph	<b>TG U1:</b> 18, 19, 20, 28, 29, 30, 68, 69, 70, 88, 89, 90, 118, 119, 120, 218, 219, 220, 228, 229, 230, 248, 249, 250, 278, 279, 280, 288, 289 <b>TG U3:</b> 218, 219, 220, 228, 229, 230, 238, 239, 240, 268, 269, 270, 348, 349, 350, 392
b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations	<b>TG U1:</b> 48, 49, 50, 78, 79, 80, 138, 139, 140, 268, 269, 270 <b>TG U3:</b> 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 268, 269, 270, 278, 279, 280, 288, 289, 290, 318, 319, 320, 328, 329
c. use specific, relevant and accurate words that are suited to the topic, audience, and purpose	<b>TG U1:</b> 98, 99, 100, 298, 299, 300, 318, 319, 320 <b>TG U3:</b> 218, 219, 220, 228, 229, 230, 238, 239, 240, 258, 259, 260, 298, 299, 300, 368, 369, 370, 392, 394, 396



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d. contain information using student’s original language, except when using direct quotations from a source	<b>TG U1:</b> 258-260, 298-300 <b>TG U3:</b> 218-220, 278-280, 309
e. use transitions to connect categories of information	<b>TG U1:</b> 158, 159, 160, 238, 239, 240 <b>TG U3:</b> 308, 309, 310, 392, 394, 396
f. use text structures when useful	<b>TG U1:</b> 18-20, 28-30, 88-90, 118-120, 158-160, 168-170, 218-220, 238-240, 278-280, 388-390 <b>TG U3:</b> 218-220, 228-230, 238-240, 308-310, 348-350, 358-360, 392-399
g. create a concluding paragraph related to the information	<b>TG U1:</b> 388-390, 392, 396 <b>TG U3:</b> 100, 128, 148, 149, 150, 158, 159, 160, 192, 196
<b>C Narrative/Literary 6-12 Correlation Writing 2A</b>	
Write fiction or non-fiction narratives and poems that:	
a. establish a setting, situation/topic and introduce a narrator and/or characters	<b>TG U2:</b> 18, 19, 20, 58, 59, 60, 130, 138, 139, 140, 158, 159, 160 <b>TG U4:</b> 18, 19, 20, 28, 29, 30, 128, 129, 130, 138, 139, 140, 192, 193, 196
b. use narrative techniques, such as dialogue, motivation and descriptions	<b>TG U2:</b> 28, 29, 30, 38, 39, 40, 58, 59, 60, 108, 109, 110, 118, 119, 120, 148, 149, 150, 192, 196 <b>TG U4:</b> 38, 39, 40, 59, 60, 68, 69, 70, 98, 99, 100, 192
c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end	<b>TG U2:</b> 18-20, 58-60, 88-90, 128-130, 138-140, 158-160, 168-170, 178-180, 192-199 <b>TG U4:</b> 18-20, 28-30, 78-80, 100, 120, 128-130, 138-140, 148-150, 158-160, 192-199
d. use a variety of transitions to manage the sequence of events	<b>TG U2:</b> 28, 88, 89, 90, 158, 159, 160, 178, 179, 180 <b>TG U4:</b> 78, 79, 80, 120, 148, 149, 150, 192, 196
e. use specific, relevant and accurate words that are suited to the topic, audience, and purpose	<b>TG U2:</b> 28, 68, 69, 70, 78, 79, 80, 98, 99, 100, 192 <b>TG U4:</b> 48, 49, 50, 60, 68, 69, 70, 88, 89, 90, 108, 109, 110, 192, 196

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<b>3 Gather, analyze, evaluate and use information from a variety of sources.</b>	
<b>A Research Process</b>	
<b>6-12 Correlation Writing 1A</b>	
Apply research process to:	
a. generate a list of subject appropriate topics	<b>TG U1:</b> 38, 39, 40, 108, 109, 110, 192, 258, 259, 260, 392 <b>TG U3:</b> 40, 219, 239, 249, 259, 278, 279, 280, 288, 289, 290, 298, 299, 309, 310, 318, 319 <b>TG U4:</b> 58, 59, 60, 239, 258, 259, 318, 319, 320
b. create a research question to address relevant to a chosen topic	<b>TG U1:</b> 128-130, 258-260, 277-279,, 328-330, 392-394, 396-398 <b>TG U2:</b> 396-398 <b>TG U3:</b> 278-280, 288-290, 298-300 <b>TG U4:</b> 58-60, 258-260, 318-320
c. identify a variety of relevant sources, literary and informational	<b>TG U1:</b> 108, 109, 110, 258, 259, 260 <b>TG U3:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 290, 298, 299, 300, 309, 310, 318, 319, 340, 350, 360, 370, 380, 394 <b>TG U4:</b> 18, 19, 20, 60, 239, 249, 258, 259, 278, 279, 298, 299, 318, 319, 320, 349, 359, 360
d. use organizational features of print and digital sources efficiently to locate information	<b>TG U1:</b> 108, 109, 110, 258, 259, 260 <b>TG U3:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 290, 298, 299, 300, 309, 310, 318, 319, 340, 350, 360, 370, 380, 394 <b>TG U4:</b> 18, 19, 20, 60, 239, 249, 258, 259, 278, 279, 298, 299, 318, 319, 320, 349, 359, 360
e. convert graphic/visual data into written notes	<b>TG U1:</b> 108-110, 192-199, 258-260, 392-399 <b>TG U2:</b> 258-260, 278-280 <b>TG U3:</b> 218-220, 248-250, 278-280, 308-310, 392-399 <b>TG U4:</b> 258-260, 278-280,
f. determine the accuracy of the information gathered	<b>TG U1:</b> 108-110, 192-199, 258-260, <b>TG U2:</b> 258-260 <b>TG U3:</b> 38-40, 248-250, 308-310, 392-399 <b>TG U4:</b> 258-260, 278-280

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g. differentiate between paraphrasing and plagiarism when using ideas of others	<b>TG U1:</b> 258 <b>TG U2:</b> 258, 268 <b>TG U3:</b> 239, 246, 299, 309
h. record bibliographic information from sources according to a standard format	<b>TG U1:</b> 108-110, 258-260 <b>TG U3:</b> 38-40, 219, 249, 309 <b>TG U4:</b> 259, 279
i. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria	<b>TG U1:</b> 110, 198, 260, 398 <b>TG U2:</b> 260, 280 <b>TG U3:</b> 40, 220, 250, 398 <b>TG U4:</b> 280, 320, 398
<b>Language</b>	
<b>1 Communicate using conventions of English language.</b>	
<b>A Grammar</b>	
<b>6-12 Correlation Writing 3A</b>	
In speech and written form, apply standard English grammar to:	
a. use the “be” helping verbs with “ing” verbs	<b>TG U1:</b> 151, 321, 361 <b>TG U2:</b> 351 <b>TG U3:</b> 261 <b>TG U4:</b> 111, 301, 331
b. use and order adjectives within sentences to conventional patterns	<b>TG U1:</b> 81 <b>TG U2:</b> 20, 21, 30, 31 <b>TG U3:</b> 60, 61, 110, 111, 130, 131, 340, 341 <b>TG U4:</b> 20, 21, 340, 341, 350, 351
c. use progressive verbs to show past, present, and future	<b>TG U1:</b> 91, 351 <b>TG U2:</b> 140, 141, 160, 161, 350, 351 <b>TG U3:</b> 20, 21, 140, 141, 300, 301, 370, 371 <b>TG U4:</b> 90, 91, 250, 251, 320, 321
d. use adverbs in writing	<b>TG U1:</b> 61 <b>TG U2:</b> 61, 71, 122, 130, 131, 142, 171, 191, 241, FS8, FS9 <b>TG U3:</b> 40, 41, 60, 61, 141, 170, 231, 240, 241, 351, 361, 369 <b>TG U4:</b> 70, 141, 150, 151, 240
e. use subject/verb agreement with 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> person pronouns	<b>TG U4:</b> 30, 31, 50, 51

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f. use prepositions correctly in a sentence	<b>TG U1:</b> 131, 331 <b>TG U2:</b> 110, 111 <b>TG U3:</b> 70, 71, 150, 151, 350, 351, 360, 361 <b>TG U4:</b> 80, 81, 290, 291, 390, 391
g. recognize the difference between and use coordinating conjunctions and subordinating conjunctions	<b>TG U1:</b> 61, 231, 291, 301, 311 <b>TG U2:</b> 81, 301, 311, 321, 331, 361 <b>TG U3:</b> 120, 121, 180, 181, 191, 291, 330, 331, 381 <b>TG U4:</b> 101, 140, 141, 171, 180, 270, 271, 274, 277, 381
h. produce and expand the complete simple and compound four types of sentences	<b>TG U1:</b> 109, 111, 120, 219, 220, 221, 230, 231, 291, 301 <b>TG U2:</b> 61, 91, 101, 301, 310, 311, 321, 331, 340, 341 <b>TG U3:</b> 121, 191, 331, 380, 381 <b>TG U4:</b> 101, 140, 141, 168, 171, 180, 181, 270, 271, 330, 380, 381
i. correct sentence fragments and run-on sentences in writing	<b>TG U1:</b> 109, 110, 120, 121, 131, 141, 241, 280, 281, 291, 301, 311 <b>TG U2:</b> 71, 80, 81, 101, 301, 321, 379 <b>TG U3:</b> 120, 221, 280, 281, 291 <b>TG U4:</b> 131, 141, 161
<b>B Punctuation, Capitalization, Spelling 6-12 Correlation Writing 3A</b>	
In written text:	
a. write legibly	<b>TG U1:</b> TR58, TR59, TR60 <b>TG U2:</b> TR58, TR59, TR60 <b>TG U3:</b> TR58, TR59, TR60 <b>TG U4:</b> TR58, TR59, TR60 Students apply in all writing activities and exercises.
b. punctuate a dialogue between two or more characters	<b>TG U1:</b> 180, 181 <b>TG U2:</b> 41, 51, 109, 170, 171, 178, 180, 260, 261, 281, 291 <b>TG U4:</b> 40, 43, 121, 179, 180

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c. insert a comma before a coordinating conjunction in a compound sentence	<b>TG U1:</b> 111 <b>TG U2:</b> 90, 91, 311, 321, 331, 341, 360, 361 <b>TG U3:</b> 120, 121, 180, 181, 190, 191, 330, 331, 380, 381 <b>TG U4:</b> 140, 141, 180, 181, 270, 271, 380, 381
d. capitalize proper adjectives	<b>TG U2:</b> 379 <b>TG U3:</b> 51
e. use correct capitalization	<b>TG U1:</b> 161, 178, 180, 369, 370 <b>TG U2:</b> 190, 191, 220, 221, 230, 231, 240, 241 <b>TG U3:</b> 50, 51
f. spell words with suffixes by dropping or leaving the final 'e'	<b>TG U1:</b> FS3, FS6 <b>TG U2:</b> FS24 <b>TG U3:</b> FS24 <b>TG U4:</b> FS6
g. spell words ending in the long 'e' sound	Related Content: <b>TG U1:</b> 178, 180, 368, 369, 370, 381 <b>TG U2:</b> 181, 370, 371, 380, 381 <b>TG U3:</b> 310, 311 <b>TG U4:</b> 190, 191, 310, 311
h. alphabetize reference sources	Related Content: <b>TG U1:</b> 381 <b>TG U2:</b> 381 <b>TG U3:</b> 343 <b>TG U4:</b> 211, 283
i. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context	<b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 372, 382, FS2–FS16, FS20–FS25 <b>TG U2:</b> 12, 22, 32, 42, 52, 112, 122, 132, 142, 152, 162, 212, 222, 232, 382, 392, FS2–FS4, FS8–FS10, FS14–FS25 <b>TG U3:</b> 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 382, FS5–FS16, FS20–FS25 <b>TG U4:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 212, 222, 232, 242, 252, 353, 362, 372, 382, FS2–FS7, FS14–FS16, FS20–FS25

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<b>Speaking/Listening</b>	
<b>1 Listen for a purpose.</b>	
<b>A Purpose</b>	
<b>6-12 Correlation Speaking/Listening 1A, 1C</b>	
Develop and apply effective listening skills and strategies in formal and informal settings by:	
a. following, generating, and justifying classroom listening rules	The objective is met throughout the program. Refer to the following examples: <b>TG U1:</b> 12, 22, 42, 72, 92, 112, 162, 182, 252, 262, 302, 312, 332, 342, 372, TR3, TR5, TR7, TR8 <b>TG U2:</b> 52, 82, 112, 132, 142, 182, 212, 222, 232, 252, 262, 272, 282, 302, 310, 312, 322, TR3, TR5, TR7, TR8 <b>TG U3:</b> 32, 82, 132, 232, 252, 272, 282, TR3, TR5, TR7, TR8 <b>TG U4:</b> 92, 172, 182, 242, 252, 282, 362, TR3, TR5, TR7, TR8
b. posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others	<b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382 <b>TG U2:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312 <b>TG U3:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 272, 282, 292, 302 <b>TG U4:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382
c. following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations	<b>TG U1:</b> 289, 349 <b>TG U3:</b> 22, 199 <b>TG U4:</b> 199, 291, 372, 399

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<b>2 Listen for entertainment.</b>	
<b>A Entertainment No 6-12 Correlation</b>	
<b>Grade 4</b>	
Develop and apply effective listening skills and strategies in formal and informal settings by:	
a. generating and following active listening rules, according to classroom expectations	<p>The objective is met throughout the program. Refer to the following examples:</p> <p><b>TG U1:</b> 12, 22, 42, 72, 92, 112, 162, 182, 252, 262, 302, 312, 332, 342, 372, TR3, TR5, TR7, TR8</p> <p><b>TG U2:</b> 52, 82, 112, 132, 142, 182, 212, 222, 232, 252, 262, 272, 282, 302, 310, 312, 322, TR3, TR5, TR7, TR8</p> <p><b>TG U3:</b> 32, 82, 132, 232, 252, 272, 282, TR3, TR5, TR7, TR8</p> <p><b>TG U4:</b> 92, 172, 182, 242, 252, 282, 362, TR3, TR5, TR7, TR8</p>
<b>3 Speak effectively in collaborative discussions.</b>	
<b>A Collaborative Discussions 6-12 Correlation Speaking/Listening 1A, 1C</b>	
<b>Grade 4</b>	
Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	
a. contributing to discussion after listening to others' ideas, according to classroom expectations	<p><b>TG U1:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 244, 254, 264, 274, 284, 294, 304, 314, 324</p> <p><b>TG U2:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p> <p><b>TG U3:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p> <p><b>TG U4:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p>

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<b>K-5 English Language Arts Missouri Learning Standards: Grade-Level Expectations</b>	<b>ReadyGEN ©2016 Grade 4</b>
b. expressing opinions of read-alouds and independent reading and relating opinion to others	<p><b>TG U1:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p><b>TG U2:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p><b>TG U3:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p><b>TG U4:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p>
<b>4 Speak effectively when presenting.</b>	
<b>A. Presenting</b>	
<b>6-12 Correlation Speaking/Listening 2A, 2B, 2C</b>	
Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:	
a. paraphrasing portions of a text read aloud or information presented in diverse media and formats	<p><b>TG U1:</b> 216</p> <p><b>TG U3:</b> 24, 25, 26, 27, 162, 163, 164, 165, 166, 167, 222, 223, 224, 225, 226, 227, 242, 243, 244, 245, 246, 247</p> <p><b>TG U4:</b> 223, 227, 229, 253, 263, 297</p>
b. using efficient presentation skills with available resources	<p><b>TG U1:</b> 17, 27, 47, 87, 97, 107, 117, 127, 147, 157, 167, 187, 217, 227, 247, 267, 287, 297, 307, 317, 327, 347, 357, 367, 377</p> <p><b>TG U2:</b> 17, 27, 47, 57, 77, 87, 147, 157, 177, 217, 247, 267, 277, 287, 307, 317, 327, 347, 357, 377, 387</p> <p><b>TG U3:</b> 17, 27, 36, 37, 47, 77, 136, 137, 167, 177, 187, 236, 237, 277, 287, 307, 317, 327, 336, 337, 357, 377, 387</p> <p><b>TG U4:</b> 17, 27, 47, 72, 82, 93, 122, 127, 217, 227, 247, 267, 287, 297, 307, 317, 327, 347, 357, 367, 377</p>



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c. incorporating descriptive and sequential details in a student designed or teacher assigned topic	<p><b>TG U1:</b> 17, 27, 47, 87, 97, 107, 117, 127, 147, 157, 167, 187, 217, 227, 247, 267, 287, 297, 307, 317, 327, 347, 357, 367, 377</p> <p><b>TG U2:</b> 17, 27, 47, 57, 77, 87, 147, 157, 177, 217, 247, 267, 277, 287, 307, 317, 327, 347, 357, 377, 387</p> <p><b>TG U3:</b> 17, 27, 36, 37, 47, 77, 136, 137, 167, 177, 187, 236, 237, 277, 287, 307, 317, 327, 336, 337, 357, 377, 387</p> <p><b>TG U4:</b> 17, 27, 47, 72, 82, 93, 122, 127, 217, 227, 247, 267, 287, 297, 307, 317, 327, 347, 357, 367, 377</p>
d. giving a formal presentation to classmates, using a variety of media	<p><b>TG U1:</b> 194, 222, 380</p> <p><b>TG U2:</b> 188, 189, 190, 194, 198, 388, 389, 390</p> <p><b>TG U3:</b> 188, 189, 190, 194, 198, 280, 300, 394, 398</p> <p><b>TG U4:</b> 194, 198, 390, 394, 398</p>
e. speaking with expression and fluency	<p><b>TG U1:</b> 194, 222, 380</p> <p><b>TG U2:</b> 188, 189, 190, 194, 198, 388, 389, 390</p> <p><b>TG U3:</b> 188, 189, 190, 194, 198, 280, 300, 394, 398</p> <p><b>TG U4:</b> 194, 198, 390, 394, 398</p>
f. adjusting formal/informal language according to context and topic	<p><b>TG U1:</b> 367, 382-384, 385-387</p> <p><b>TG U2:</b> 93, 183f</p> <p><b>TG U4:</b> 29, 398</p>