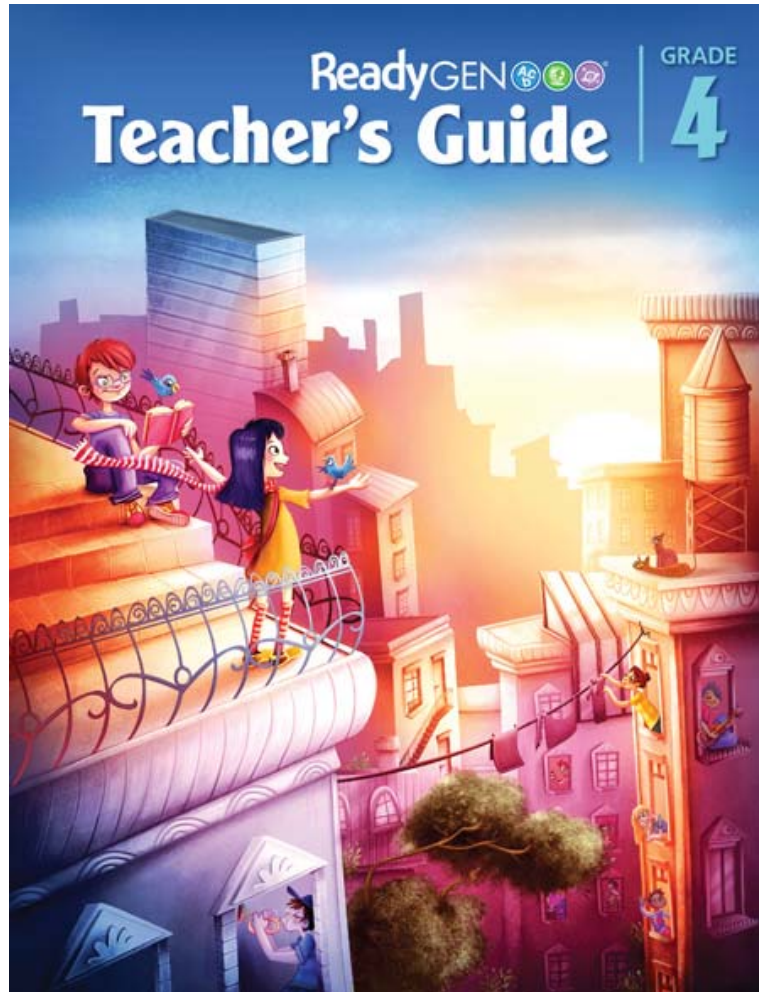


A Correlation of

ReadyGEN

Grade 4, ©2016



To the

**Smarter Balanced ELA/Literacy
Assessment Targets**

SAVVAS

A Correlation of ReadyGEN, ©2016, Grade 4 to the Smarter Balanced ELA/Literacy Assessment Targets

Introduction

This document demonstrates how *ReadyGEN*, ©2016 meets the *Smarter Balanced ELA/Literacy Assessment Targets*. 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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Smarter Balanced ELA/Literacy Assessment Targets	ReadyGEN ©2016
Grade 4 Summative Assessment Targets, Claim #1	
ELA/Literacy Claim #1	
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Literary Texts	
50% of text-related assessment evidence will come from reading literary texts and may include stories, poems, plays, myths, or legends.	
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s).	
Standard: RL-1 (RL-1 is a component of each of the seven targets listed below.)	
<p>Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 4 Standards: RL-1 (DOK 1, DOK 2)</p> <p>RL-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><u>RL-1</u> TG U1: 13, 16, 52-53, 82-83, 143-145, 162-164, 167, 172, 183, 353, 373-375, 383-385, 274 TG U2: 23-24, 26-27, 133-134, 223-225, 233-235, 236-237, 243-244, 246-248 TG U3: 72-74, 76-77, 82-84, 93-94, 96-97, 153 TG U4: 42, 44, 46-47, 332, 334</p>
<p>Target 2. CENTRAL IDEAS: Identify or summarize central ideas/key events. Gr. 4 Standards: RL-2 (DOK 2, DOK 3)</p> <p>RL-2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p><u>RL-2</u> TG U2: 42-44, 44-46, 46-47, 83-84, 86-87, 93, 252, 332 TG U3: 162-164, 164-166, 94, 96 TG U4: 52-54, 56, 92-93, 96, 312-314, 316, 372-374, 376</p>

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<p>Target 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus). Gr. 4 Standards: RL-4, L-4, L-5c (DOK 1, DOK 2)</p> <p>RL-4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L-5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><u>RL-4</u> TG U1: 24, 54, 84, 114, 154, 174, 244, 274, 314, 324, 334, 344, 354, 374, 384 TG U2: 14, 24, 44, 64, 84, 114, 134, 144, 174, 184, 234, 244, 254 TG U3: 74, 94-96, 102-104, 106-107, 114, 124, 134-136, 142-144, 146-147, 154, 164, 255 TG U4: 14, 24, 34, 54, 64, 82, 84, 104, 114, 134, 144, 154, 164, 174, 184, 147</p> <p><u>L-4</u> TG U1: FS11-12, FS13-15, FS23-25, 313-315 TG U2: FS5-7, FS11-13, FS25-27 TG U3: , 33, 42, 52, 263, 272, FS2-4, FS7-9, FS20-22 TG U4: 304, 324, 332, FS4, FS10, FS17-19, FS22</p> <p><u>L-4a</u> TG U1: 42-44, 44-46, 214-216, 313-314, 316-318 TG U2: FS11-13, 124-126 TG U3: 42, 52, 64, 66, 144-146, 146-147, 153, FS2-4 TG U4: 154, 156, FS11-13</p> <p><u>L-4b</u> TG U1: FS8-10, FS14-16, FS20-22 TG U2: 232, 242-244, FS2-3, FS14-16, FS20-22, FS25 TG U3: FS5-7, FS14-16, FS23-25 TG U4: FS5-7, FS14-16, FS23, FS25</p> <p><u>L-4c</u> TG U1: FS15-17, FS17-18, FS23-25 TG U2: 180-181, 224-226, FS11-13, FS18-19, FS21, FS23-25, FS25-27 TG U3: FS3-4, FS11-13, FS25, 272 TG U4: FS2-4, FS8, FS10, FS12-14, FS17-18, FS20, FS22, FS24</p> <p><u>L-5c</u> TG U1: FS17-19 TG U2: 224-226, 226-228 TG U3: 282, 292, 302, FS17-19 TG U4: 254, 256-258</p>

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<p>Target 4. REASONING & EVIDENCE: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (character development/ actions/traits; first- or third-person point of view; theme; author’s message). Gr. 4 Standards: RL-3, RL-6, * RL-9 (DOK 3)</p> <p>RL-3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>RL-6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL-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>	<p><u>RL-3</u> TG U1: 17-19, 22-24, 26-27, 52-54, 56-57, 62-64, 66-67, 82-83, 86-88 TG U2: 13-14, 16-17, 63-64, 66-67, 143-144, 146-147, 153-154, 156-158 TG U3: 92-93, 112-114, 116-117, 152-154, 156-158 TG U4: 12-13, 16-17, 72-74, 76-77, 102-104, 106-107, 112-114</p> <p><u>RL-6</u> TG U1: 32-34 TG U2: 32-34, 74-76, 76-77, 176 TG U3: 176 TG U4: 144, 146, 326</p> <p><u>RL-9</u> TG U1: 182-184 TG U2: 172-173, 176-178</p>
<p>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts. Gr. 4 Standards: RL-3, RL-6 (DOK 3, DOK 4)</p> <p>RL-3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>RL-6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p><u>RL-3</u> TG U1: 17-19, 22-24, 26-27, 52-54, 56-57, 62-64, 66-67, 82-83, 86-88 TG U2: 13-14, 16-17, 63-64, 66-67, 143-144, 146-147, 153-154, 156-158 TG U3: 92-93, 112-114, 116-117, 152-154, 156-158 TG U4: 12-13, 16-17, 72-74, 76-77, 102-104, 106-107, 112-114</p> <p><u>RL-6</u> TG U1: 32-34 TG U2: 32-34, 74-76, 76-77, 176 TG U3: 176 TG U4: 144, 146, 326</p>

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<p>Target 6. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text. Gr. 4 Standards: RL-5 (DOK 2, DOK 3)</p> <p>RL-5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p><u>RL-5</u> TG U1: 224 TG U2: 224 TG U3: 133, 162-164, 214-216, 303 TG U4: 142, 152, 352, 372</p>
<p>Target 7. LANGUAGE USE: Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. Gr. 4 Standards: L-5, RL-4 (DOK 2, DOK 3)</p> <p>L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>RL-4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p><u>L-5</u> TG U1: 184-186, 186-187, 254-256 TG U2: 112-114, 124-126, 126-127, 254-256, 256-258, FS18-19, FS23-24 TG U3: 54-56, 56-57, 82-83, 86-88 TG U4: 84, 86-87, 382, 384, 386-388, 354, 356-357</p> <p><u>RL-4</u> TG U1: 24, 54, 84, 114, 154, 174, 244, 274, 314, 324, 334, 344, 354, 374, 384 TG U2: 14, 24, 44, 64, 84, 114, 134, 144, 174, 184, 234, 244, 254 TG U3: 74, 94-96, 102-104, 106-107, 114, 124, 134-136, 142-144, 146-147, 154, 164, 255 TG U4: 14, 24, 34, 54, 64, 82, 84, 104, 114, 134, 144, 154, 164, 174, 184, 147</p>

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Informational Texts	
<p>Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 4 Standards: RI-1, RI-7*† (DOK 1, DOK 2)</p> <p>RI-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>RI-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>	<p><u>RI-1</u> TG U1: 92-94, 96-97, 112-114, 116-117, 262-264, 266-268 TG U2: 302-303, 332-333, 336-337, 362-364, 366-368 TG U3: 12-13, 34-36, 36-37, 52-53, 212-213, 232-233, 236-237, 242-244 TG U4: 246-247, 252-253, 342-343, 352-354</p> <p><u>RI-7</u> TG U1: 242-244, 244-246, 246-247, 274, 276, 282, 286-287, 292-294, 302-304, 326-327, 346-348 TG U2: 343-344, 346-348 TG U3: 22-24, 187-189, 222-224 TG U4: 253, 342-344</p>
<p>Target 9. CENTRAL IDEAS: Identify central ideas, key events, or procedures. Gr. 4 Standards: RI-2 (DOK 2, DOK 3)</p> <p>RI-2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><u>RI-2</u> TG U1: 122-124, 126-127, 142-144, 146-147, 342-344 TG U2: 272-274, 276-277, 322-324, 326-327, 342-344, 346-348 TG U3: 22-23, 162-164, 166-167, 232-233, 236-237, 242-243, 246-248 TG U4: 224-225, 227, 232-233, 236-237, 264, 266-267, 282, 284, 286-287, 364</p>

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<p>Target 10. WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines. Gr. 4 Standards: RI-4, L-4, L-5c (DOK 1, DOK 2)</p> <p>RI-4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L-5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><u>RI-4</u> TG U1: 94, 134, 174, 214, 224, 234, 254, 274, 314, 324, 334, 344, 364, 374, 384 TG U2: 274, 284, 294, 304, 314, 324, 334, 344, 354-355, 364-366, 366-368 TG U3: 14, 24, 34, 44, 54, 64, 134, 164, 234, 254, 264, 284, 294, 324, 354, 364 TG U4: 214, 224, 234, 244, 254, 264, 274, 284, 344, 354, 364, 384</p> <p><u>L-4</u> TG U1: FS11-12, FS13-15, FS23-25, 313-315 TG U2: FS5-7, FS11-13, FS25-27 TG U3: , 33, 42, 52, 263, 272, FS2-4, FS7-9, FS20-22 TG U4: 304, 324, 332, FS4, FS10, FS17-19, FS22</p> <p><u>L-4a</u> TG U1: 42-44, 44-46, 214-216, 313-314, 316-318 TG U2: FS11-13, 124-126 TG U3: 42, 52, 64, 66, 144-146, 146-147, 153, FS2-4 TG U4: 154, 156, FS11-13</p> <p><u>L-4b</u> TG U1: FS8-10, FS14-16, FS20-22 TG U2: 232, 242-244, FS2-3, FS14-16, FS20-22, FS25 TG U3: FS5-7, FS14-16, FS23-25 TG U4: FS5-7, FS14-16, FS23, FS25</p> <p><u>L-4c</u> TG U1: FS15-17, FS17-18, FS23-25 TG U2: 180-181, 224-226, FS11-13, FS18-19, FS21, FS23-25, FS25-27 TG U3: FS3-4, FS11-13, FS25, 272 TG U4: FS2-4, FS8, FS10, FS12-14, FS17-18, FS20, FS22, FS24</p> <p><u>L-5c</u> TG U1: FS17-19 TG U2: 224-226, 226-228 TG U3: 282, 292, 302, FS17-19 TG U4: 254, 256-258</p>

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<p>Target 11. REASONING & EVIDENCE: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).</p> <p>Gr. 4 Standards: RI-3, RI-6, RI-7, RI-8, RI-9 (DOK 3)</p> <p>RI-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>RI-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>RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI-8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><u>RI-3</u> TG U1: 97, 127, 132, 222, 232, 242, 272-273, 274-275, 324-326, 326-328 TG U2: 282-284, 284-286, 286-287, 302-303, 322-323, 332-334, 336-338 TG U3: 32-34, 212-213, 274-276, 276-277, 322, 342-344, 346-348 TG U4: 344, 346-348</p> <p><u>RI-6</u> TG U3: 314-316, 316-317, 332-334</p> <p><u>RI-7</u> TG U1: 242-244, 244-246, 246-247, 274, 276, 282, 286-287, 292-294, 302-304, 326-327, 346-348 TG U2: 343-344, 346-348 TG U3: 22-24, 187-189, 222-224 TG U4: 253, 342-344</p> <p><u>RI-8</u> TG U1: 96-97, 137-138, 164-166, 302-304 TG U2: 136-137, 352-354, 356-358 TG U3: 282-284 TG U4: 212-213, 222-223, 242-243, 262-263, 272-274</p> <p><u>RI-9</u> TG U1: 172-174, 372-374, 376-377, 382-384, 176-177 TG U2: 292-294 TG U3: 132-133, 182-184, 382-384 TG U4: 362-363, 382-384, 386-388</p>

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<p>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Interpret, explain, or connect information presented within or across texts (e.g., compare/contrast, cause/effect, integrate information). Gr. 4 Standards: RI-3, RI-6 (DOK 3, DOK 4)</p> <p>RI-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>RI-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><u>RI-3</u> TG U1: 97, 127, 132, 222, 232, 242, 272-273, 274-275, 324-326, 326-328 TG U2: 282-284, 284-286, 286-287, 302-303, 322-323, 332-334, 336-338 TG U3: 32-34, 212-213, 274-276, 276-277, 322, 342-344, 346-348 TG U4: 344, 346-348</p> <p><u>RI-6</u> TG U3: 314-316, 316-317, 332-334</p>
<p>Target 13. TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures or text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information. Gr. 4 Standards: RI-5, RI-7 (DOK 2, DOK 3)</p> <p>RI-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>RI-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>	<p><u>RI-5</u> TG U1: 102-104, 104-106, 106-107, 152-154, 154-156, 156-157, 222-224, 224-226, 226-227, 292-293, 294-296, 296-298 TG U2: 312-314 TG U3: 14-16, 42-44, 46-47, 174-176, 176-177, 262-264, 266-268</p> <p><u>RI-7</u> TG U1: 242-244, 244-246, 246-247, 274, 276, 282, 286-287, 292-294, 302-304, 326-327, 346-348 TG U2: 343-344, 346-348 TG U3: 22-24, 187-189, 222-224 TG U4: 253, 342-344</p>

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<p>Target 14. LANGUAGE USE: Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. Gr. 4 Standards: L-5, L-5a, L-5b (DOK 2, DOK 3)</p> <p>L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L-5a Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>L-5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><u>L-5</u> TG U1: 184-186, 186-187, 254-256 TG U2: 112-114, 124-126, 126-127, 254-256, 256-258, FS18-19, FS23-24 TG U3: 54-56, 56-57, 82-83, 86-88 TG U4: 84, 86-87, 382, 384, 386-388, 354, 356-357</p> <p><u>L-5a</u> TG U2: 114-116, 116-118 TG U3: 84-86, 86-87, 134 TG U4: 84, 86-88</p> <p><u>L-5b</u> TG U1: 63, 83, 153, 213, 233, 273, 283, 303, 333-334 TG U2: 94-96, 96-98 TG U3: 73, 103, 263, 283, 303 TG U4: 33, 53, 83, 233, 323, 373</p>

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Grade 4 Summative Assessment Targets, Claim #2	
ELA/Literacy Claim #2	
Students can produce effective writing for a range of purposes and audiences.	
35% of the assessment evidence will come from composing, revising, and/or editing narrative writing. 35% of the assessment evidence will come from composing, revising, and/or editing explanatory/informational writing based on evidence from given sources. 30% of the assessment evidence will come from composing, revising, and/or editing opinion writing based on evidence from given sources.	
<p>Target 1a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). Gr. 4 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e, W-9 (DOK 3)</p> <p>Target 1b. REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). Gr. 4 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e (DOK 2)</p> <p>W-3</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>W-3a</u> TG U2: 18-20, 58-60, 138-140, 158-160 TG U4: 18-20, 28-30, 128-130, 138-140, 192-194</p> <p><u>W-3b</u> TG U2: 38-40, 58-60, 108-110, 192-193, 196 TG U3: 196 TG U4: 38-40, 68-70, 98-100, 192-194</p> <p><u>W-3c</u> TG U2: 148-150, 88-90, 158-160, 178-180 TG U4: 78-80, 120, 148-150, 192-194, 60</p> <p><u>W-3d</u> TG U2: 68-70, 78-80, 98-100 TG U4: 48-50, 68-70</p> <p><u>W-3e</u> TG U2: 128-130, 168-170 TG U4: 100, 120, 158-160, 192-194</p> <p><u>W-9</u> TG U1: 128-130, 192-194, 218-220 TG U2: 48-50, 268-270, 318-320, 308-310 TG U3: 78-80, 88-90, 98-100, 108-110, 118-120 TG U4: 118-120, 238-240, 278-280, 348-350</p>

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<p>Target 2. COMPOSE FULL TEXTS: Write full compositions demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and authors' craft appropriate to purpose (closure, detailing characters, plot, setting, and events). Gr. 4 Standards: W-3a, W-3b, W-3c, W-3d, W-3e; W-4, W-5, W-8, W-9 (DOK 4)</p> <p>W-3 a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><u>W-3a</u> TG U2: 18-20, 58-60, 138-140, 158-160 TG U4: 18-20, 28-30, 128-130, 138-140, 192-194</p> <p><u>W-3b</u> TG U2: 38-40, 58-60, 108-110, 192-193, 196 TG U3: 196 TG U4: 38-40, 68-70, 98-100, 192-194</p> <p><u>W-3c</u> TG U2: 148-150, 88-90, 158-160, 178-180 TG U4: 78-80, 120, 148-150, 192-194, 60</p> <p><u>W-3d</u> TG U2: 68-70, 78-80, 98-100 TG U4: 48-50, 68-70</p> <p><u>W-3e</u> TG U2: 128-130, 168-170 TG U4: 100, 120, 158-160, 192-194</p> <p><u>W-4</u> TG U1: 148-150, 358-360 TG U2: 18-20, 78-80, 188-190 TG U3: 38-40, 118-120, 188-190, 298-300, 308-310, 338-340 TG U4: 308-310, 388-390</p> <p><u>W-5</u> TG U1: 128-130, 178-180, 278-280, 328-330, 368-370 TG U2: 158-160, 178-180, 288-290, 318-320 TG U3: 158-160, 178-180, 188-190, 338-340, 378-380 TG U4: 18-20, 28-30, 138-140, 178-180, 358-360 350</p>

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Smarter Balanced ELA/Literacy Assessment Targets	ReadyGEN ©2016
<p>(Continued)</p> <p>W-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> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>W-8</u> TG U1: 328-330, 392-394, 394-396 TG U2: TG U3: 248-250, 288-290, 298-300, 318-320, 340 TG U4: 58-60, 258-260, 278-280, 318-320</p> <p><u>W-9</u> TG U1: 128-130, 192-194, 218-220 TG U2: 48-50, 268-270, 318-320, 308-310 TG U3: 78-80, 88-90, 98-100, 108-110, 118-120 TG U4: 118-120, 238-240, 278-280, 348-</p>
<p>Target 3a. WRITE BRIEF TEXTS: Write one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented. Gr. 4 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-9 (DOK 3)</p> <p>Target 3b. REVISE BRIEF TEXTS: Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented. Gr. 4 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-9 (DOK 2) W-2</p>	<p><u>W-2a</u> TG U1: 18-20, 28-30, 118-120, 218-220, 278-280 TG U3: 218-220, 228-230, 238-240, 348-350, 392-394</p>

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Smarter Balanced ELA/Literacy Assessment Targets	ReadyGEN ©2016
<p>(Continued)</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>W-2b</u> TG U1: 48-50, 78-80, 88-90, 108-110, 268-270 TG U3: 268-270, 288-290, 328-330, 338-340, 348-350</p> <p><u>W-2c</u> TG U1: 158-160, 238-240 TG U3: 392-394, 396, 308-310</p> <p><u>W-2d</u> TG U1: 49-51, 89-90, 99-100, 299-300, 318-320 TG U3: 218-220, 258-259, 298-300, 368-370, 392-394</p> <p><u>W-2e</u> TG U1: 168-170, 388-390 TG U3: 260-262, 358-360, 392-394</p> <p><u>W-9</u> TG U1: 128-130, 192-194, 218-220 TG U2: 48-50, 268-270, 318-320, 308-310 TG U3: 78-80, 88-90, 98-100, 108-110, 118-120 TG U4: 118-120, 238-240, 278-280, 348-350</p>

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Smarter Balanced ELA/Literacy Assessment Targets	ReadyGEN ©2016
<p>Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus (main idea); include structures and appropriate transitional strategies for coherence; include supporting evidence (from sources when appropriate to prompt) and elaboration; and develop an appropriate conclusion related to the information or explanation presented.</p> <p>Gr. 4 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-3b, W-4, W-5, W-8, W-9 (DOK 4)</p> <p>W-2</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W-3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><u>W-2a</u> TG U1: 18-20, 28-30, 118-120, 218-220, 278-280 TG U3: 218-220, 228-230, 238-240, 348-350, 392-394</p> <p><u>W-2b</u> TG U1: 48-50, 78-80, 88-90, 108-110, 268-270 TG U3: 268-270, 288-290, 328-330, 338-340, 348-350</p> <p><u>W-2c</u> TG U1: 158-160, 238-240 TG U3: 392-394, 396, 308-310</p> <p><u>W-2d</u> TG U1: 49-51, 89-90, 99-100, 299-300, 318-320 TG U3: 218-220, 258-259, 298-300, 368-370, 392-394</p> <p><u>W-2e</u> TG U1: 168-170, 388-390 TG U3: 260-262, 358-360, 392-394</p> <p><u>W-3b</u> TG U2: 38-40, 58-60, 108-110, 192-193, 196 TG U3: 196 TG U4: 38-40, 68-70, 98-100, 192-194</p> <p><u>W-4</u> TG U1: 148-150, 358-360 TG U2: 18-20, 78-80, 188-190 TG U3: 38-40, 118-120, 188-190, 298-300, 308-310, 338-340 TG U4: 308-310, 388-390</p> <p><u>W-5</u> TG U1: 128-130, 178-180, 278-280, 328-330, 368-370 TG U2: 158-160, 178-180, 288-290, 318-320 TG U3: 158-160, 178-180, 188-190, 338-340, 378-380 TG U4: 18-20, 28-30, 138-140, 178-180, 358-360</p>

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<p>(Continued)</p> <p>W-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> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>W-8</u> TG U1: 328-330, 392-394, 394-396 TG U2: TG U3: 248-250, 288-290, 298-300, 318-320, 340 TG U4: 58-60, 258-260, 278-280, 318-320</p> <p><u>W-9</u> TG U1: 128-130, 192-194, 218-220 TG U2: 48-50, 268-270, 318-320, 308-310 TG U3: 78-80, 88-90, 98-100, 108-110, 118-120 TG U4: 118-120, 238-240, 278-280, 348-350</p>
<p>Target 5. [Not assessed in summative CAT assessment] USE TEXT FEATURES: Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. Gr. 4 Standards: W-2a (DOK 2)</p> <p>W-2a 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.</p>	<p><u>W-2a</u> TG U1: 18-20, 28-30, 118-120, 218-220, 278-280 TG U3: 218-220, 228-230, 238-240, 348-350, 392-394</p>

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Smarter Balanced ELA/Literacy Assessment Targets	ReadyGEN ©2016
<p>Target 6a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented. Gr. 4 Standards: W-1a, W-1b, W-1c, W-1d, W-8, and/or W-9 (DOK 3)</p> <p>Target 6b. REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented. Gr. 4 Standards: W-1a, W-1b, W-1c, W-1d, W-8, and/or W-9 (DOK 2)</p> <p>W-1 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>). d. Provide a concluding statement or section related to the opinion presented.</p> <p>W-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> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>W-1a</u> TG U2: 218-220, 238-240, 338-340, 348-350 TG U3: 18-20, 38-40, 48-50, 58-60, 192-194 TG U4: 228-230, 238-240, 268-270, 308-310, 368-370</p> <p><u>W-1b</u> TG U2: 228-230, 248-250, 268-270, 278-280, 318-320 TG U3: 48-50, 68-70, 118-120, 192-194, 98-100 TG U4: 238-240, 258-260, 278-280, 328-330, 368-370</p> <p><u>W-1c</u> TG U2: 298-300, 358-360, 392-394 TG U3: 68-70, 168-170, 192-194, 395 TG U4: 228-230, 298-300, 392-394</p> <p><u>W-1d</u> TG U1: 72-74 TG U2: 368-370, 392-394, 392-394 TG U3: 148-150, 158-160, 192-194</p> <p><u>W-8</u> TG U1: 328-330, 392-394, 394-396 TG U2: TG U3: 248-250, 288-290, 298-300, 318-320, 340 TG U4: 58-60, 258-260, 278-280, 318-320</p> <p><u>W-9</u> TG U1: 128-130, 192-194, 218-220 TG U2: 48-50, 268-270, 318-320, 308-310 TG U3: 78-80, 88-90, 98-100, 108-110, 118-120 TG U4: 118-120, 238-240, 278-280, 348-350</p>

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Smarter Balanced ELA/Literacy Assessment Targets	ReadyGEN ©2016
<p>Target 7. COMPOSE FULL TEXTS: Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitions for coherence, develop supporting evidence/reasons (from sources when appropriate to prompt) and elaboration, and develop an appropriate conclusion related to the opinion presented. Gr. 4 Standards: W-1a, W-1b, W1c, W-1d, W-3b, W-4, W-5, W-8, W-9 (DOK 4)</p> <p>W-1 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented.</p> <p>W-3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><u>W-1a</u> TG U2: 218-220, 238-240, 338-340, 348-350 TG U3: 18-20, 38-40, 48-50, 58-60, 192-194 TG U4: 228-230, 238-240, 268-270, 308-310, 368-370</p> <p><u>W-1b</u> TG U2: 228-230, 248-250, 268-270, 278-280, 318-320 TG U3: 48-50, 68-70, 118-120, 192-194, 98-100 TG U4: 238-240, 258-260, 278-280, 328-330, 368-370</p> <p><u>W-1c</u> TG U2: 298-300, 358-360, 392-394 TG U3: 68-70, 168-170, 192-194, 395 TG U4: 228-230, 298-300, 392-394</p> <p><u>W-1d</u> TG U1: 72-74 TG U2: 368-370, 392-394, 392-394 TG U3: 148-150, 158-160, 192-194</p> <p><u>W-3b</u> TG U2: 38-40, 58-60, 108-110, 192-193, 196 TG U3: 196 TG U4: 38-40, 68-70, 98-100, 192-194</p> <p><u>W-4</u> TG U1: 148-150, 358-360 TG U2: 18-20, 78-80, 188-190 TG U3: 38-40, 118-120, 188-190, 298-300, 308-310, 338-340 TG U4: 308-310, 388-390</p> <p><u>W-5</u> TG U1: 128-130, 178-180, 278-280, 328-330, 368-370 TG U2: 158-160, 178-180, 288-290, 318-320 TG U3: 158-160, 178-180, 188-190, 338-340, 378-380 TG U4: 18-20, 28-30, 138-140, 178-180, 358-360</p>

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<p>(Continued)</p> <p>W-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> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>W-8</u> TG U1: 328-330, 392-394, 394-396 TG U2: TG U3: 248-250, 288-290, 298-300, 318-320, 340 TG U4: 58-60, 258-260, 278-280, 318-320</p> <p><u>W-9</u> TG U1: 128-130, 192-194, 218-220 TG U2: 48-50, 268-270, 318-320, 308-310 TG U3: 78-80, 88-90, 98-100, 108-110, 118-120 TG U4: 118-120, 238-240, 278-280, 348-350</p>
<p>Target 8. LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. Gr. 4 Standards: W-2d, W-3d, L-3a, L-6 (DOK 1, DOK 2)</p> <p>W-2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W-3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>L-3a Choose words and phrases to convey ideas precisely.</p> <p>L-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</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p><u>W-2d</u> TG U1: 49-51, 89-90, 99-100, 299-300, 318-320 TG U3: 218-220, 258-259, 298-300, 368-370, 392-394</p> <p><u>W-3d</u> TG U2: 68-70, 78-80, 98-100 TG U4: 48-50, 68-70</p> <p><u>L-3a</u> TG U1: 106-108 TG U2: 70-71, 80-81, 148-150 TG U3: 368-370 TG U4: 48-50</p> <p><u>L-6</u> TG U1: 24, 44, 64, 76, 114, 124, 154, 184, 224, 254, 274, 294, 314, 334, 344 TG U2: 54, 64, 84, 114, 134, 154, 174, 224, 264, 284, 294, 304, 324, 344, 364 TG U3: 24, 74, 104, 134, 174, 214, 234, 254, 264, 274, 334, 354, 364, 374, 384 TG U4: 14, 34, 54, 64, 84, 94, 134, 144, 154, 174, 214, 224, 234, 264, 354</p>

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Smarter Balanced ELA/Literacy Assessment Targets	ReadyGEN ©2016
<p>Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts. Gr. 4 Standards: L-1, L-2, L-3b (DOK 1, DOK 2)</p> <p>L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L-3b Choose punctuation for effect.</p>	<p><u>L-1</u> TG U1: 20-22, 30-31, 50-51, 70-71, 260-261, 270-271, 340-342 TG U2: 30-31, 130-131, 270-271, 60-61, 90-91, 250-251, 300-302 TG U3: 20-21, 60-61, 90-91, 130-131, 160-161, 190-191, 250-252, 40-41, 170-171, 230-231, 240-241, 250-251, 251 TG U4: 40-41, 50-51, 60-61, 70-71, 100-101, 150-151, 240-241, 290-291, 350-352</p> <p><u>L-2</u> TG U1: 178-180, 195-197, 368-370, 395-397 TG U2: 178-180, 195, 345-347 TG U3: 178-180 TG U4: 178-180, 195, 378-380, 395</p> <p><u>L-3b</u> TG U4: 38-40, 361</p>
<p>Target 10. [Not assessed in summative assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts. Gr. 4 Standards: W-6 (DOK 1)</p> <p>W-6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p><u>W-6</u> TG U1: 20, 50, 80, 120, 160, 180, 190, 240, 260, 290, 320-321, 340-341, 370-372, 378-380 TG U2: 30, 50, 70, 90, 110-111, 170-172, 188-190, 220, 240, 260, 300, 320, 340 TG U3: 40, 60, 80, 100, 140, 150, 190, 250, 280, 300, 330, 370, 380 TG U4: 20, 70, 110, 130, 150, 180, 190, 220, 240, 260, 280, 300, 320, 350, 380</p>

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Smarter Balanced ELA/Literacy Assessment Targets	ReadyGEN ©2016
Grade 4 Summative Assessment Targets, Claim #3	
ELA/Literacy Claim #3	
Students can employ effective speaking and listening skills for a range of purposes and audiences.	
Speaking	
<p>Target 1. [Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking.</p> <p>Gr. 4 Standards: L-1, L-3a, L-3c, L-6, SL-6 (DOK 1)</p> <p>L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L-3a Choose words and phrases to convey ideas precisely.</p> <p>L-3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>L-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</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p> <p>SL-6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p><u>L-1</u> TG U1: 20-22, 30-31, 50-51, 70-71, 260-261, 270-271, 340-342 TG U2: 30-31, 130-131, 270-271, 60-61, 90-91, 250-251, 300-302 TG U3: 20-21, 60-61, 90-91, 130-131, 160-161, 190-191, 250-252, 40-41, 170-171, 230-231, 240-241, 250-251, 251 TG U4: 40-41, 50-51, 60-61, 70-71, 100-101, 150-151, 240-241, 290-291, 350-352</p> <p><u>L-3a</u> TG U1: 106-108 TG U2: 70-71, 80-81, 148-150 TG U3: 368-370 TG U4: 48-50</p> <p><u>L-3c</u> TG U1: 382-384, 386-388 TG U2: 183 TG U3: 183 TG U4: 183</p> <p><u>L-6</u> TG U1: 24, 44, 64, 76, 114, 124, 154, 184, 224, 254, 274, 294, 314, 334, 344 TG U2: 54, 64, 84, 114, 134, 154, 174, 224, 264, 284, 294, 304, 324, 344, 364 TG U3: 24, 74, 104, 134, 174, 214, 234, 254, 264, 274, 334, 354, 364, 374, 384 TG U4: 14, 34, 54, 64, 84, 94, 134, 144, 154, 174, 214, 224, 234, 264, 354</p> <p><u>SL-6</u> TG U1: 69-70, 367-368, 382-384, 384-386</p>

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<p>Target 2. [Not assessed on the summative assessment] CLARIFY MESSAGE: Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. Gr. 4 Standards: SL-6 (DOK 1)</p> <p>SL-6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p><u>SL-6</u> TG U1: 69-70, 367-368, 382-384, 384-386</p>

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<p>Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize, paraphrase) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message. Gr. 4 Standards: SL-1, SL-2, SL-4, SL-5, SL-6, W-8 (DOK 2, DOK 3)</p> <p>SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL-2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL-4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL-5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL-6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>W-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>	<p><u>SL-1</u> TG U1: 14, 34, 54, 74, 94, 114, 134, 174, 224, 254, 294, 334, 354 TG U2: 24, 44, 64, 84, 104, 124, 144, 174, 184, 224, 244, 264, 284, 304, 324 TG U3: 14, 34, 54, 74, 94, 114, 174, 214, 234, 254, 274, 294, 314, 334, 364 TG U4: 24, 34, 74, 104, 114, 144, 164, 184, 224, 254, 284, 314, 334, 354, 374</p> <p><u>SL-2</u> TG U1: 216, 260-262 TG U2: 260-262 TG U3: 239-240, 249, 289, 299, 309, 384 TG U4: 229, 239, 369</p> <p><u>SL-4</u> TG U1: 188-190, 310-311, 330-332 TG U2: 188-190 TG U3: 388-390 TG U4: 58-60, 68-70, 258-260, 298-300</p> <p><u>SL-5</u> TG U1: 188, 195-196, 222-224, 72 TG U2: 188-190, 194, 394-396 TG U3: 188-190, 194, 394 TG U4: 188-190, 194, 250, 394</p> <p><u>SL-6</u> TG U1: 69-70, 367-368, 382-384, 384-386</p> <p><u>W-8</u> TG U1: 328-330, 392-394, 394-396 TG U2: TG U3: 248-250, 288-290, 298-300, 318-320, 340 TG U4: 58-60, 258-260, 278-280, 318-320</p>

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Listening	
<p>Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally. Gr. 4 Standards: SL-2, SL-3 (DOK 1, DOK 2, DOK 3)</p> <p>SL-2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL-3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><u>SL-2</u> TG U1: 216, 260-262 TG U2: 260-262 TG U3: 239-240, 249, 289, 299, 309, 384 TG U4: 229, 239, 369</p> <p><u>SL-3</u> TG U2: 300 TG U3: 300 TG U4: 182, 322</p>

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Smarter Balanced ELA/Literacy Assessment Targets	ReadyGEN ©2016
Grade 4 Summative Assessment Targets, Claim #4	
ELA/Literacy Claim #4	
Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
<p>Target 1. [Not assessed in summative assessment] PLAN/RESEARCH: Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept.</p> <p>Gr. 4 Standards: SL-1, SL-2, SL-3, SL-4; W-6, W-7 (DOK 2, DOK 3, DOK 4—when multiple sources are used)</p> <p>SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL-2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL-3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL-4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>W-6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W-7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><u>SL-1</u> TG U1: 14, 34, 54, 74, 94, 114, 134, 174, 224, 254, 294, 334, 354 TG U2: 24, 44, 64, 84, 104, 124, 144, 174, 184, 224, 244, 264, 284, 304, 324 TG U3: 14, 34, 54, 74, 94, 114, 174, 214, 234, 254, 274, 294, 314, 334, 364 TG U4: 24, 34, 74, 104, 114, 144, 164, 184, 224, 254, 284, 314, 334, 354, 374</p> <p><u>SL-2</u> TG U1: 216, 260-262 TG U2: 260-262 TG U3: 239-240, 249, 289, 299, 309, 384 TG U4: 229, 239, 369</p> <p><u>SL-3</u> TG U2: 300 TG U3: 300 TG U4: 182, 322</p> <p><u>SL-4</u> TG U1: 188-190, 310-311, 330-332 TG U2: 188-190 TG U3: 388-390 TG U4: 58-60, 68-70, 258-260, 298-300</p> <p><u>W-6</u> TG U1: 20, 50, 80, 120, 160, 180, 190, 240, 260, 290, 320-321, 340-341, 370-372, 378-380 TG U2: 30, 50, 70, 90, 110-111, 170-172, 188-190, 220, 240, 260, 300, 320, 340 TG U3: 40, 60, 80, 100, 140, 150, 190, 250, 280, 300, 330, 370, 380 TG U4: 20, 70, 110, 130, 150, 180, 190, 220, 240, 260, 280, 300, 320, 350, 380</p> <p><u>W-7</u> TG U1: 128-130, 258-260, 277-279, 328-330, 392-394, 396-398 TG U2: 396-398 TG U3: 278-280, 288-290, 298-300 TG U4: 58-60, 258-260, 318-320</p>

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<p>Target 2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose. Gr. 4 Standards: RI-1, RI-6, RI-7, RI-9; W-8, W-9 (PT: DOK 3) (CAT: DOK 2)</p> <p>RI-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>RI-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>RI-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> <p>RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W-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> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>RI-1</u> TG U1: 92-94, 96-97, 112-114, 116-117, 262-264, 266-268 TG U2: 302-303, 332-333, 336-337, 362-364, 366-368 TG U3: 12-13, 34-36, 36-37, 52-53, 212-213, 232-233, 236-237, 242-244 TG U4: 246-247, 252-253, 342-343, 352-354</p> <p><u>RI-6</u> TG U3: 314-316, 316-317, 332-334</p> <p><u>RI-7</u> TG U1: 242-244, 244-246, 246-247, 274, 276, 282, 286-287, 292-294, 302-304, 326-327, 346-348 TG U2: 343-344, 346-348 TG U3: 22-24, 187-189, 222-224 TG U4: 253, 342-344</p> <p><u>RI-9</u> TG U1: 172-174, 372-374, 376-377, 382-384, 176-177 TG U2: 292-294 TG U3: 132-133, 182-184, 382-384 TG U4: 362-363, 382-384, 386-388</p> <p><u>W-8</u> TG U1: 328-330, 392-394, 394-396 TG U2: TG U3: 248-250, 288-290, 298-300, 318-320, 340 TG U4: 58-60, 258-260, 278-280, 318-320</p> <p><u>W-9</u> TG U1: 128-130, 192-194, 218-220 TG U2: 48-50, 268-270, 318-320, 308-310 TG U3: 78-80, 88-90, 98-100, 108-110, 118-120 TG U4: 118-120, 238-240, 278-280, 348-350</p>

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<p>Target 3. ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information. Gr. 4 Standards: RI-7, W-8, W-9 (PT: DOK 4) (CAT: DOK 2)</p> <p>RI-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> <p>W-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> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>RI-7</u> TG U1: 242-244, 244-246, 246-247, 274, 276, 282, 286-287, 292-294, 302-304, 326-327, 346-348 TG U2: 343-344, 346-348 TG U3: 22-24, 187-189, 222-224 TG U4: 253, 342-344</p> <p><u>W-8</u> TG U1: 328-330, 392-394, 394-396 TG U2: TG U3: 248-250, 288-290, 298-300, 318-320, 340 TG U4: 58-60, 258-260, 278-280, 318-320</p> <p><u>W-9</u> TG U1: 128-130, 192-194, 218-220 TG U2: 48-50, 268-270, 318-320, 308-310 TG U3: 78-80, 88-90, 98-100, 108-110, 118-120 TG U4: 118-120, 238-240, 278-280, 348-350</p>
<p>Target 4. USE EVIDENCE: Cite evidence to support conjectures or opinions based on prior knowledge and evidence collected and analyzed. Gr. 4 Standards: RI-1, RI-6, RI-7, RI-9; W-1b, W-8, W-9 (PT: DOK 3) (CAT: DOK</p> <p>RI-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>RI-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><u>RI-1</u> TG U1: 92-94, 96-97, 112-114, 116-117, 262-264, 266-268 TG U2: 302-303, 332-333, 336-337, 362-364, 366-368 TG U3: 12-13, 34-36, 36-37, 52-53, 212-213, 232-233, 236-237, 242-244 TG U4: 246-247, 252-253, 342-343, 352-354</p> <p><u>RI-6</u> TG U3: 314-316, 316-317, 332-334</p>

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<p>(Continued)</p> <p>RI-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> <p>RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W-1b Provide reasons that are supported by facts and details.</p> <p>W-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> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>RI-7</u> TG U1: 242-244, 244-246, 246-247, 274, 276, 282, 286-287, 292-294, 302-304, 326-327, 346-348 TG U2: 343-344, 346-348 TG U3: 22-24, 187-189, 222-224 TG U4: 253, 342-344</p> <p><u>RI-9</u> TG U1: 172-174, 372-374, 376-377, 382-384, 176-177 TG U2: 292-294 TG U3: 132-133, 182-184, 382-384 TG U4: 362-363, 382-384, 386-388</p> <p><u>W-1b</u> TG U2: 228-230, 248-250, 268-270, 278-280, 318-320 TG U3: 48-50, 68-70, 118-120, 192-194, 98-100 TG U4: 238-240, 258-260, 278-280, 328-330, 368-370</p> <p><u>W-8</u> TG U1: 328-330, 392-394, 394-396 TG U2: TG U3: 248-250, 288-290, 298-300, 318-320, 340 TG U4: 58-60, 258-260, 278-280, 318-320</p> <p><u>W-9</u> TG U1: 128-130, 192-194, 218-220 TG U2: 48-50, 268-270, 318-320, 308-310 TG U3: 78-80, 88-90, 98-100, 108-110, 118-120 TG U4: 118-120, 238-240, 278-280, 348-350</p>