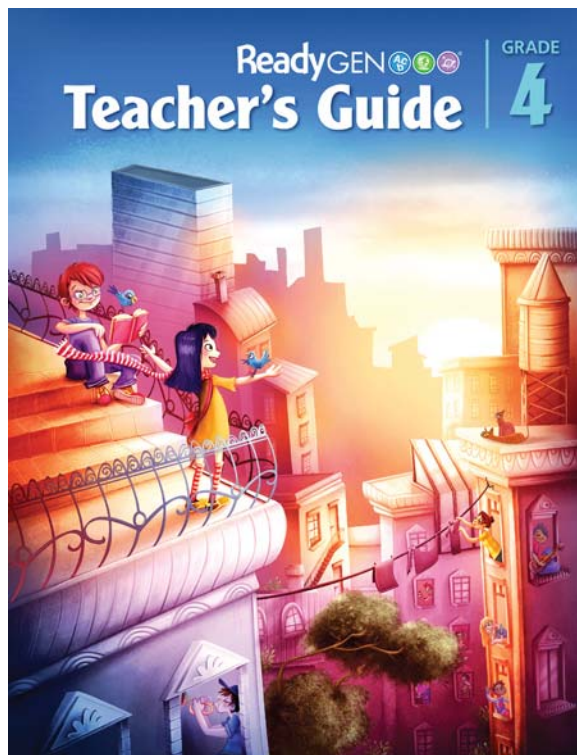


A Correlation of

ReadyGEN
Grade 4, ©2016



To the

**Nevada Academic
Content Standards in
English Language Arts
Grade 4**

**ReadyGEN, ©2016 to the
Nevada Academic Content Standards in English Language Arts, Grade 4**

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Nevada Academic Content Standards in English Language Arts*. 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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Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 4
Reading Standards for Literature	
Key Ideas and Details	
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	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
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	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
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	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
Craft and Structure	
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).	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
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	TG U1: 224 TG U2: 224 TG U3: 133, 162-164, 214-216, 303 TG U4: 142, 152, 352, 372
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third person narrations.	TG U1: 32-34 TG U2: 32-34, 74-76, 76-77, 176 TG U3: 176 TG U4: 144, 146, 326

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Integration of Knowledge and Ideas	
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	TG U2: 177 TG U3: 177 TG U4: 24, 26-28
RL.4.8 (Not applicable to literature)	Not applicable according to the Nevada Academic Content Standards in English Language Arts
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	TG U1: 182-184 TG U2: 172-173, 176-178
Range of Reading and Level of Text Complexity	
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TG U1: 15, 25, 35, 45, 115, 145, 165, 175, 185, 215, 235, 295, 305, 335-337, 355-357 TG U2: 24-25, 35, 45, 55, 65, 105, 115, 125, 145, 155, 165, 235, 255, 265, 325 TG U3: 15, 35, 55, 65, 75, 95, 115, 135, 145, 155, 195, 235, 275, 295 TG U4: 15, 25, 35, 55, 75, 85, 95, 115, 135, 145, 225, 245, 255, 275, 285
Reading Standards for Informational Texts	
Key Ideas and Details	
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	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
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	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

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RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	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
Craft and Structure	
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	TG U1: 322, 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
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	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
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	TG U3: 314-316, 316-317, 332-334
Integration of Knowledge and Ideas	
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	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
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	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

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RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	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
Range of Reading and Level of Text Complexity	
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TG U1: 45, 172-174, 174-176, 176-177, 285-286, 332-334, 345-347, 132-133, 272, 356-357, 362 TG U2: 275, 285, 335, 345, 355, 365 TG U3: 25, 45, 125, 175, 335, 345, 385 TG U4: 45, 235, 295
Reading Standards for Foundational Skills	
Print Concepts	
Phonics and Word Recognition	
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	TG U1: FS2-4, FS9-10, FS11-13, FS13-15, FS20-22 TG U2: FS3-5, FS7-9, FS9-11, FS14-16, FS20, FS22, FS24-26 TG U3: FS5-7, FS20-22 TG U4: FS2-4, FS8-10, FS18, FS20-21, FS23, FS25, 69
RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	TG U1: FS2-4, FS8-9, FS10-12, FS12-14, FS20-22 TG U2: 232, 242-244, FS2-4, FS4-6, FS8-10, FS10-12, FS12-13, FS15, FS17-19, FS20-22, FS23-24 TG U3: FS5-7, FS23-25 TG U4: FS2-4, FS14-16, FS20, FS23-25
Fluency	
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	TG U1: FS12, 87, 117, 177, 227, 267, 277, 387 TG U2: 27, 47, 67, 117, 147, 167, 177, 187, 217, 227, 267, 287, 317, 327, 347 TG U3: 77, 97, 117, 187, 217, 317, 247, 347, 327, 357, 377 TG U4: 47, 147, 187, 217, 247, 277, 287

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RF.4.4.a Read grade-level text with purpose and understanding.	TG U1: FS4, FS7, FS10, FS13, FS16, FS19, FS22, FS25, 47, 77, 347 TG U2: FS4, FS7-8, FS10-12, FS14-16, FS19, FS22, FS25 TG U3: FS4, FS7, FS10-12, FS13-15, FS19, FS22, FS25, 27 TG U4: FS4, FS7, FS10, FS13-15, FS19, FS22-24
RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TG U1: 17, 27, 67, 127, 157, 167, 187, 217, 247, 287, 297, 317, 327, 357, 367, 377 TG U2: 27, 47, 67, 87, 117, 127, 147, 157, 167, 177, 187, 227, 267, 277, 327 TG U3: 17, 67, 87, 97, 117, 147, 177, 227, 267, 277, 297, 317, 347, 377 TG U4: 17, 27, 67, 87, 117, 127, 157, 167, 177, 227, 267, 297, 317, 327, 347, 357
RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG U1: FS17-19, 316-318 TG U2: 25, 96, 162, 172-174 TG U3: 64-66, 144-146, 252-254, 256-258, FS2-3, FS17-19 TG U4: 97, 154, 127, 156, 213, 223, 225, 233, 235, 273, 322
Writing Standards	
Text Types and Purposes	
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	TG U2: 228-230, 238-240, 248-250, 258-260, 358-360 TG U3: 18-20, 28-30, 48-50, 108-110, 168-170, 230 TG U4: 228-230, 238-240, 268-270, 308-310, 368-370
W.4.1.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.	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
W.4.1.b Provide reasons that are supported by facts and details.	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

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W.4.1.c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).	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
W.4.1.d Provide a concluding statement or section related to the opinion presented.	TG U1: 72-74 TG U2: 368-370, 392-394, 392-394 TG U3: 148-150, 158-160, 192-194
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	TG U1: 38-40, 58-60, 78-80, 98-100, 288-290 TG U3: 218-220, 228-230, 258-260, 318-320, 348-350
W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	TG U1: 18-20, 28-30, 118-120, 218-220, 278-280 TG U3: 218-220, 228-230, 238-240, 348-350, 392-394
W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	TG U1: 48-50, 78-80, 88-90, 108-110, 268-270 TG U3: 268-270, 288-290, 328-330, 338-340, 348-350
W.4.2.c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	TG U1: 158-160, 238-240 TG U3: 392-394, 396, 308-310
W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG U1: 49-51, 89-90, 99-100, 299-300, 318-320 TG U3: 218-220, 258-259, 298-300, 368-370, 392-394
W.4.2.e Provide a concluding statement or section related to the information or explanation presented.	TG U1: 168-170, 388-390 TG U3: 260-262, 358-360, 392-394
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	TG U2: 18-20, 28-30, 128-130, 138-140, 148-150 TG U4: 48-50, 68-70, 78-80, 98-100, 128-130
W.4.3.a Orient the reader by establishing a situation introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	TG U2: 18-20, 58-60, 138-140, 158-160 TG U4: 18-20, 28-30, 128-130, 138-140, 192-194

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W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	TG U2: 38-40, 58-60, 108-110, 192-193, 196 TG U3: 196 TG U4: 38-40, 68-70, 98-100, 192-194
W.4.3.c. Use a variety of transitional words and phrases to manage the sequence of events.	TG U2: 148-150, 88-90, 158-160, 178-180 TG U4: 78-80, 120, 148-150, 192-194, 60
W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.	TG U2: 68-70, 78-80, 98-100 TG U4: 48-50, 68-70
W.4.3.e Provide a conclusion that follows from the narrated experiences or events.	TG U2: 128-130, 168-170 TG U4: 100, 120, 158-160, 192-194
Production and Distribution of Writing	
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	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
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	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
W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	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
Research to Build and Present Knowledge	
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	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

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W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	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
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	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
W.4.9.a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).	TG U2: 48-50, 218-220, 278-280 TG U3: 118-120 TG U4: 28-30, 48-50, 68-70, 148-150
W.4.9.b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	TG U1: 18, 48, 98, 128, 138, 168, 178, 248, 268, 288, 318, 348, 358, 368-369, 388-390 TG U2: 218-220, 238-240, 298-300, 308-310, 318-320
Range of Writing	
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TG U1: 30, 60, 100, 120, 140, 170, 190, 240, 270, 300, 320, 330, 350, 370, 390 TG U2: 20, 40, 50, 80, 90, 110, 130, 150, 180, 192, 290, 310, 340, 360, 380, 392 TG U3: 40, 60, 90, 110, 130, 160, 190, 192, 360, 290, 300, 330, 350, 392 TG U4: 30, 60, 70, 90, 140, 170, 192, 230, 250, 280, 320, 340, 370, 392
Speaking and Listening Standards	
Comprehension and Collaboration	
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly.	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

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SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	TG U2: 12, 82, 172 TG U3: 52, 222, 262 TG U4: 112, 264
SL.4.1.b Follow agreed upon rules for discussions and carry out assigned roles.	TG U1: 22, 42, 72, 92, 102, 112, 152, 162, 182, 198, 252, 262, 312, 322, 352, 398 TG U2: 12, 32, 52, 72, 80, 92, 112, 132, 172, 222, 242, 272, 302, 320, 322 TG U3: 12, 42, 52, 82, 122, 142, 162, 182, 222, 232, 252, 262, 282, 290, 352 TG U4: 12, 32, 52, 62, 82, 92, 162, 172, 182, 212, 232, 292, 302, 312, 332
SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	TG U1: 42, 242, 320, 362, 152 TG U2: 112, 162, 172, 182, 342, 352 TG U3: 54, 172, 214, 300, 332, 352, 77, 114, 264 TG U4: 64, 114, 144, 260, 290, 292
SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	TG U1: 112, 122, 182, 352 TG U2: 292, 362 TG U3: 362 TG U4: 224, 254, 312, 332
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TG U1: 216, 260-262 TG U2: 260-262 TG U3: 239-240, 249, 289, 299, 309, 384 TG U4: 229, 239, 369
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	TG U2: 300 TG U3: 300 TG U4: 182, 322
Presentation of Knowledge and Ideas	
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	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
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	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

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SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	TG U1: 69-70, 367-368, 382-384, 384-386
Language Standards	
Conventions of Standard English	
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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
L.4.1.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	TG U1: 40-42, 60-61, 250-252 TG U2: 120-121, 250-252 TG U3: TG U4: 40-41, 150-151, 220-221, 240-241, 260-262
L.4.1.b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	TG U1: 90-91, 350-352 TG U2: 140-141, 160-161, 350-352 TG U3: 20-21, 140-141, 300-301, 370-372 TG U4: 90-91, 250-251, 320-322
L.4.1.c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	TG U1: 100-102, 150-151, 320-321, 360-362 TG U3: 30-31, 90-91, 100-101, 260-261, 320-322 TG U4: 110-111, 300-301, 330-332
L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	TG U1: 80-81 TG U2: 30-32 TG U3: 60-61, 110-111, 130-131, 340-342 TG U4: 20-21, 340-341, 350-352
L.4.1.e Form and use prepositional phrases.	TG U1: 130-131, 330-332 TG U2: 110-112 TG U3: 70-71, 150-151, 350-351, 360-362 TG U4: 80-81, 290-291, 390-392

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L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	TG U1: 110-112, 120-121, 140-141, 220-221, 230-231, 240-241, 290-292 TG U2: 60-61, 70-71, 80-81, 100-101, 110-111, 280-281, 300-301, 320-322 TG U3: 220-221, 237-239, 280-281, 290-292 TG U4: 130-132
L.4.1.g Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	TG U1: 190-191 TG U2: 150-152 TG U3: 100-101, 160-162
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	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
L.4.2.a Use correct capitalization.	TG U1: 160-162 TG U2: 190-191, 220-221, 230-231, 240-242 TG U3: 50-52
L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.	TG U1: 170-171, 180-182 TG U2: 40-41, 50-51, 170-171, 260-261, 290-292 TG U3: 80-81, 270-271, 390-392 TG U4: 40-41, 120-121, 230-231, 280-281, 360-362
L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.	TG U1: 231, 291-293, 301-303 TG U2: 90-91, 310-311, 320-321, 330-331, 340-342 TG U3: 120-121, 190-191, 330-331, 380-382 TG U4: 140-141, 180-181, 270-271, 380-382
L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.	TG U1: 49, 99, 108, 179, 213, 265, 269, 287, 299-300, 369-370, 371-373, 380-382 TG U2: 360-361, 370-372 TG U3: 310-312 TG U4: 190-191, 310-312

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Knowledge of Language	
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	TG U1: 30, 50, 60, 80, 110, 120, 130, 190, 220, 230, 250, 260, 310, 330, 360 TG U2: 20, 30, 60, 70, 80, 100, 120, 140, 160, 250, 270, 300, 320, 340, 350 TG U3: 20, 40, 60, 90, 110, 140, 190, 240, 300, 320, 340, 350, 360 TG U4: 40, 50, 60, 70, 100, 110, 130, 150, 220, 240, 250, 260, 300, 320, 350
L.4.3.a Choose words and phrases to convey ideas precisely.	TG U1: 106-108 TG U2: 70-71, 80-81, 148-150 TG U3: 368-370 TG U4: 48-50
L.4.3.b Choose punctuation for effect.	TG U4: 38-40, 361
L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	TG U1: 382-384, 386-388 TG U2: 183 TG U3: 183 TG U4: 183
Vocabulary Acquisition and Use	
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	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
L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	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
L.4.4.b Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	TG U1: FS8-10, 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

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L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	TG U1: 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
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	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
L.4.5.a Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	TG U2: 114-116, 116-118 TG U3: 84-86, 86-87, 134 TG U4: 84, 86-88
L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.	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
L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	TG U1: FS17-19 TG U2: 224-226, 226-228 TG U3: 282, 292, 302, FS17-19 TG U4: 254, 256-258
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	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