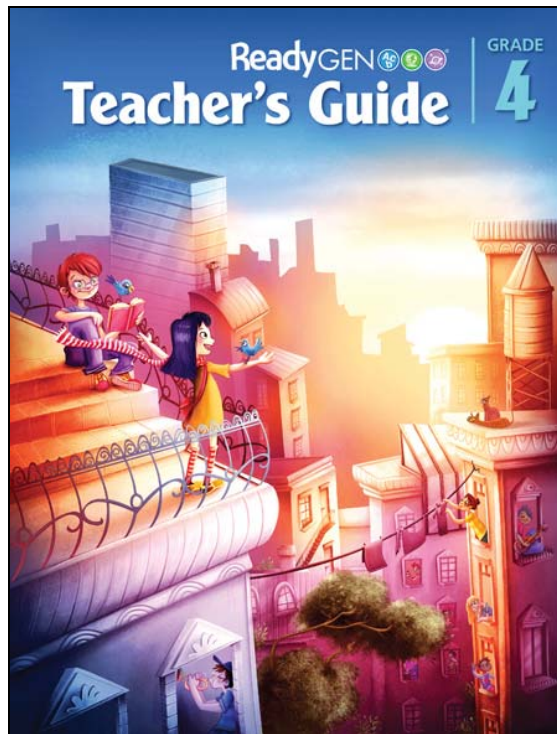


A Correlation of

ReadyGEN

Grade 4, ©2016



To the

**Pennsylvania Core Standards
English Language Arts**

Grade 4

A Correlation of ReadyGEN, Grade 4, ©2016 to the Pennsylvania Core Standards for English Language Arts

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Pennsylvania Core Standards for 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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Pennsylvania Core Standards for English Language Arts	ReadyGEN, ©2016 Grade 4
1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
Book Handling	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Print Concepts	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Phonological Awareness	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Phonics and Word Recognition	
CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words.	
<ul style="list-style-type: none"> ▪ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. 	<p>TG U1: FS4, FS7, FS10, FS13, FS16, FS19, FS22, FS25</p> <p>TG U2: FS4, FS7, FS10, FS14, FS15, FS16, FS19, FS22, FS25</p> <p>TG U3: FS4, FS7, FS10, FS13, FS14, FS15, FS16, FS19, FS22, FS25</p> <p>TG U4: FS4, FS7, FS10, FS13, FS14, FS15, FS16, FS19, FS22, FS25</p>
Fluency	
CC.1.1.4.E Read with accuracy and fluency to support comprehension:	
<ul style="list-style-type: none"> ▪ Read on-level text with purpose and understanding. 	<p>TG U1: 12, 42, 62, 65, 85, 92, 122, 147, 232, 262, 275, 315, 325, 347</p> <p>TG U2: 32, 52, 82, 112, 125, 132, 162, 212, 232, 272, 302, 332</p> <p>TG U3: 35, 52, 82, 122, 147, 162, 212, 232, 272, 302, 352</p> <p>TG U4: 15, 22, 47, 62, 102, 147, 187, 212, 242, 282, 312, 335, 352</p>

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Pennsylvania Core Standards for English Language Arts	ReadyGEN, ©2016 Grade 4
<ul style="list-style-type: none"> ▪ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 	<p>TG U1: 17, 27, 67, 127, 157, 167, 187, 217, 267, 287, 297, 317, 327, 357, 367, 377</p> <p>TG U2: 27, 67, 77, 87, 97, 117, 127, 157, 167, 177, 187, 217, 227, 267, 277, 327</p> <p>TG U3: 17, 67, 97, 117, 177, 217, 227, 267, 277, 297, 317, 347, 367, 377</p> <p>TG U4: 17, 27, 67, 87, 117, 127, 157, 167, 177, 227, 267, 297, 317, 347, 357</p>
<ul style="list-style-type: none"> ▪ Use context to confirm or self correct word recognition and understanding, rereading as necessary. 	<p>TG U1: 45, 47, 117, 177, 277, 297</p> <p>TG U2: 96, 125, 225</p> <p>TG U3: 65, 66, 145-147, 254, 255-257, FS2, FS3, FS4</p> <p>TG U4: 97, 127, 225, 305</p>
<p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>Key Ideas and Details Main Idea</p>	
<p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text. E04.B-K.1.1.2</p>	<p>TG U1: 122-124, 125-127, 142-144, 145-147, 262-263, 342-344, 345-347</p> <p>TG U2: 272-274, 275-277, 322-324, 325-327, 342-344, 345-347</p> <p>TG U3: 22-23, 162-164, 165-167, 232-233, 236, 242-244, 245-247</p> <p>TG U4: 224, 225-227, 232-233, 264, 265-267, 282-284, 285-287, 364, 365-367</p>
<p>Key Ideas and Details Text Analysis</p>	
<p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. E04.B-K.1.1.1</p>	<p>TG U1: 92-94, 96-97, 112-114, 115-117, 183, 304, 305-307</p> <p>TG U2: 302-304, 305-307, 313, 362-364</p> <p>TG U3: 12-13, 32-34, 35-37, 52-53, 212-213, 222-223, 232-233, 242-243, 252-253, 342</p> <p>TG U4: 242-244, 245-247, 286, 342-343, 352-354, 355-357</p>

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CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. E04.B-K.1.1.3	TG U1: 272-274, 275-277, 322-324, 325-327 TG U2: 282-284, 285-287, 332-334, 335 TG U3: 32-34, 35, 212-213, 272-273, 322-323, 342-344, 346-347 TG U4: 344, 345-347
Craft and Structure Point of View	
CC.1.2.4.D Compare and contrast an event or topic told from two different points of view. E04.B-C.2.1.1	TG U3: 312-314, 315-317, 332-334
Craft and Structure Text Structure	
CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution). E04.B-C.2.1.2	TG U1: 102-104, 105-107, 152-154, 155-157, 222-224, 225-227, 292-294, 295-297 TG U2: 312-314, 315-317 TG U3: 14, 15-17, 42-44, 45-47, 174, 176-177, 262-264, 265-267
Craft and Structure Vocabulary	
CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language. E04.B-V.4.1.1 E04.B-V.4.1.2	TG U1: 184, 185-187, 254, 255-257, 313, 316, 319 TG U2: 343, 364, 365-366 TG U3: 54, 55-57, 254, 255-257, 333, 345-347, 367 TG U4: 234, 235, 254, 354, 355-357
Integration of Knowledge and Ideas Diverse Media	
CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. E04.B-C.3.1.3	TG U1: 242-244, 245-247, 274, 276, 282, 286-287, 292-294, 295-297, 346 TG U2: 273, 307, 323, 387 TG U3: 22-24, 25-27, 187, 222-224, 225-227 TG U4: 253, 263, 273, 342-344

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Integration of Knowledge and Ideas Evaluating Arguments	
CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text. E04.B-C.3.1.1	TG U1: 164, 165-167, 302-304, 305 TG U2: 353, 357 TG U3: 282-284, 285-287 TG U4: 212-213, 222-224, 225-227, 272-273
Integration of Knowledge and Ideas Analysis Across Texts	
CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic. E04.B-C.3.1.2 E04.B-C.3.1.3	TG U1: 172-174, 175-177, 372-374, 376-377, 382-384 TG U2: 292-294, 295-297, 372-374, 376-377, 382-384, 385-387 TG U3: 132-133, 182-184, 185-187, 382-384, 385-387 TG U4: 362-364, 366-367, 382-384, 385-387
Vocabulary Acquisition and Use	
CC.1.2.4.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. E04.B-V.4.1.1 E04.B-V.4.1.2	TG U1: 114, 124, 154, 184, 224, 254, 274, 294, 314, 334, 344 TG U2: 284, 294, 304, 324, 344, 364 TG U3: 24, 134, 174, 214, 234, 254, 264, 274, 334, 354, 364, 374, 384 TG U4: 214, 224, 234, 264, 354
Vocabulary Acquisition and Use	
CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E04.B-V.4.1.1	TG U1: 135, 179, 297, 365, 381, FS12, FS13 TG U2: 293, 303, 343, FS5, FS6, FS7, FS11, FS13 TG U3: 25, 33, 55, 65, 255, 263, FS2, FS3, FS4 TG U4: 213, 223, 225, 263, 273, 353

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Range of Reading	
CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	TG U1: 45, 95, 105, 115, 125, 135, 145, 215, 245, 265, 275, 305, 335, 375 TG U2: 275, 285, 305, 315, 325, 335, 345, 355, 365 TG U3: 25, 45, 65, 135, 175, 215, 255, 275, 315, 335, 345, 385 TG U4: 215, 225, 235, 245, 255, 285, 345, 355, 365, 385
1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Key Ideas and Details Theme	
CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text. E04.A-K.1.1.2	TG U2: 42-44, 45-47, 82-84, 85-87, 92-93, 332 TG U3: 82, 162-164, 165-167 TG U4: 52-54, 55-57, 92-94, 95-97, 312-314, 315-317, 372-374, 375-376
Key Ideas and Details Text Analysis	
CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences. E04.A-K.1.1.1	TG U1: 162-164, 165-167, 183 TG U2: 23-24, 26-27, 223, 233, 242-244, 245-247 TG U3: 72-74, 75-77, 102-104, 105-107, 112-114, 115-117 TG U4: 42-44, 45-47, 332-334, 335
Key Ideas and Details Literary Elements	
CC.1.3.4.C Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text. E04.A-K.1.1.3	TG U1: 12-14, 15-17, 22-24, 25-27, 52-54, 55-57 TG U2: 12-14, 15-17, 62-64, 65-67, 142-144, 145-147, 152-154, 155-157 TG U3: 92-94, 112-114, 115-117, 152-154, 155-157 TG U4: 12-13, 72-74, 75-77, 102-104, 105-107, 112-113

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Craft and Structure Point of View	
CC.1.3.4.D Compare and contrast an event or topic told from two different points of view. E04.A-C.2.1.1	TG U1: 32-34, 35 TG U2: 32-34, 35, 72-74, 75-77, 176 TG U3: 103, 143 TG U4: 63, 144, 145-147, 326
Craft and Structure Text Structure	
CC.1.3.4.E Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.	TG U2: 44, 45 TG U3: 72, 133, 173, 177, 303 TG U4: 142, 152, 174, 175-176, 352, 372
Craft and Structure Vocabulary	
CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language. E04.A-V.4.1.1 E04.A-V.4.1.2	TG U1: 42-44, 45-47, 184, 185-187, TG U2: 112-114, 115-117, 124, 125-127, 223, 224, 225, 253, 254, 255-257 TG U3: 82-84, 85-87, 142-144, 145-147 TG U4: 64, 84, 85-87, 303, 304, 305-307, 322-324, 325-327
Integration of Knowledge and Ideas Sources of Information	
CC.1.3.4.G 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, 25-27
Integration of Knowledge and Ideas Text Analysis	
CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. E04.A-C.3.1.1	TG U1: 182-183 TG U2: 172-174, 175-177 TG U3: 167, 173, 183 TG U4: 182-184, 185-187
Vocabulary Acquisition and Use Strategies	
CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E04.A-V.4.1.1	TG U1: 45, 46, 85, 135, 179, FS12, FS13 TG U2: 125, 223, 225, 253, 293, FS5, FS6, FS7, FS11, FS13 TG U3: 145, FS2, FS3, FS4 TG U4: 85, 153, 154, 155, 322, 323, 325

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Vocabulary Acquisition and Use	
CC.1.3.4.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. E04.A-V.4.1.1 E04.A-V.4.1.2	TG U1: 24, 44, 64, 74, 184 TG U2: 54, 64, 81, 114, 134, 154, 174, 224, 264, 294, 364 TG U3: 74, 104, 134, 174, 264, 374, 384 TG U4: 14, 34, 54, 64, 84, 94, 134, 144, 154, 175
Range of Reading	
CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	TG U1: 15, 25, 35, 45, 165, 175, 185 TG U2: 25, 35, 45, 55, 65, 105, 115, 125, 145, 155, 165, 235, 255, 265 TG U3: 75, 85, 95, 115, 125, 135, 145, 155, 305, 315 TG U4: 15, 25, 35, 55, 75, 85, 95, 115, 135, 145
1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
Informative/Explanatory	
CC.1.4.4.A 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, 248-250, 318-320, 348-350
Informative/Explanatory Focus	
CC.1.4.4.B Identify and introduce the topic clearly. E04.C.1.2.1 E04.E.1.1.1	TG U1: 18-20, 28-30, 88-90, 118-120, 218-220, 278-280 TG U3: 218-220, 228-230, 238-240, 348-350, 392-399
Informative/Explanatory Content	
CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. E04C.1.2.2 E04E.1.1.2	TG U1: 48-50, 78-80, 88-90, 108-110, 268-270 TG U3: 268-270, 288-290, 328-330, 338-340, 348-350

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Informative/Explanatory Organization	
<p>CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>E04.C.1.2.1 E04.C.1.2.3 E04.C.1.2.5 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.5</p>	<p>TG U1: 18-20, 28-30, 88-90, 118-120, 158-160, 168-170, 218-220, 238-240, 278-280, 388-390 TG U3: 218-220, 228-230, 238-240, 308-310, 348-350, 358-360, 392-399</p>
Informative/Explanatory Style	
<p>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E04.C.1.2.4 E04.D.2.1.1 E04.D.2.1.2 E04.D.2.1.3 E04.E.1.1.4</p>	<p>TG U1: 48-50, 98-100, 298-300, 318-320 TG U3: 218-220, 258-260, 298-300, 368-370, 392-399</p>
Informative/Explanatory Conventions of Language	
<p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4</p>	<p>TG U1: 20, 21, 30, 31, 90, 91, 120, 121, 160, 161, 170, 171, 220, 221, 240, 241, 280, 281, 390, 391 TG U3: 220, 221, 230, 231, 240, 241, 310, 311, 350, 351, 360, 361, 392-399</p>

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Opinion/Argumentative	
CC.1.4.4.G Write opinion pieces on topics or texts.	TG U2: 228-230, 238-240, 248-250, 258-260, 358-360 TG U3: 18-20, 28-30, 48-50, 68-70, 118-120, 168-170, 192-199 TG U4: 228-230, 238-240, 258-260, 268-270, 308-310, 368-370
Opinion/Argumentative Focus	
CC.1.4.4.H Introduce the topic and state an opinion on the topic. E04.C.1.1.1 E04.E.1.1.1	TG U2: 218-220, 238-240, 338-340 TG U3: 18-20, 38-40, 48-50, 58-60, 68-70, 192-199 TG U4: 228-230, 238-240, 268-270, 308-310, 368-370, 392-399
Opinion/Argumentative Content	
CC.1.4.4.I Provide reasons that are supported by facts and details. E04.C.1.1.2 E04.E.1.1.2	TG U2: 228-230, 248-250, 268-270, 278-280, 318-320, 348-350 TG U3: 48-50, 68-70, 98-100, 118-120, 192-199 TG U4: 238-240, 258-260, 278-280, 328-330, 368-370, 392-399
Opinion/Argumentative Organization	
CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. E04.C.1.1.1 E04.C.1.1.3 E04.C.1.1.4 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.5	TG U2: 218-220, 238-240, 298-300, 338-340, 358-360, 368-370, 392-399 TG U3: 18-20, 38-40, 48-50, 58-60, 68-70, 148-150, 158-160, 168-170, 192-199 TG U4: 228-230, 238-240, 268-270, 288-290, 298-300, 308-310, 368-370, 392-399

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Opinion/Argumentative Style	
CC.1.4.4.K Choose words and phrases to convey ideas precisely. E04.D.2.1.1 E04.D.2.1.2 E04.D.2.1.3 E04.E.1.1.4	TG U2: 228-230, 248-250, 298-300, 318- 320, 358-360, 378-380 TG U3: 48-50, 68-70, 118-120, 168-170, 192-199 TG U4: 228-230, 238-240, 258-260, 268- 270, 308-310, 368-370
Opinion/Argumentative Conventions of Language	
CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4	TG U2: 220, 221, 240, 241, 300, 301, 340, 341, 360, 361, 370, 371, 392-399 TG U3: 20, 21, 40, 41, 50, 51, 60, 61, 70, 71, 150, 151, 160, 161, 170, 171, 192-199 TG U4: 230, 231, 240, 241, 270, 271, 290, 291, 300, 301, 310, 311, 370, 371, 392- 399
Narrative	
CC.1.4.4.M Write narratives to develop real or imagined experiences or events.	TG U2: 18-20, 28-30, 128-130, 138-140, 148-150, 192-199 TG U4: 48-50, 68-70, 78-80, 98-100, 128- 130
Narrative Focus	
CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters. E04C.1.3.1	TG U2: 18-20, 58-60, 88-90, 128-130, 138-140, 158-160, 192-199 TG U4: 18-20, 28-30, 128-130, 138-140, 192-199

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Narrative Content	
CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. E04.C.1.3.2 E04.C.1.3.4	TG U2: 38-40, 58-60, 108-110, 148-150, 192-199 TG U4: 38-40, 68-70, 98-100, 192-199
Narrative Organization	
CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. E04.C.1.3.1 E04.C.1.3.3 E04.C.1.3.5	TG U2: 18-20, 58-60, 88-90, 128-130, 138-140, 158-160, 168-170, 178-180, 192-199 TG U4: 18-20, 28-30, 78-80, 100, 120, 128-130, 138-140, 148-150, 158-160, 192-199
Narrative Style	
CC.1.4.4.Q Choose words and phrases to convey ideas precisely. E04.C.1.3.4 E04.D.2.1.1 E04.D.2.1.2 E04.D.2.1.3	TG U2: 68-70, 78-80, 98-100, 118-120 TG U4: 48-50, 68-70
Narrative Conventions of Language	
CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4	TG U2: 20, 21, 60, 61, 90, 91, 130, 131, 140, 141, 160, 161, 170, 171, 180, 181, 192-199 TG U4: 20, 21, 30, 31, 80, 81, 100, 101, 120, 121, 130, 131, 140, 141, 150, 151, 160, 161, 192-199

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Response to Literature	
CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.	TG U1: 128-130, 192-199, 218-220 TG U2: 48-50, 268-270, 308-310, 318-320 TG U3: 78-80, 88-90, 98-100, 108-110, 118-120 TG U4: 118-120, 238-240, 278-280, 348-350
Production and Distribution of Writing Writing Process	
CC.1.4.4.T 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, 195, 328-330, 368-370, 395 TG U2: 178-180, 195, 288-290, 328-330, 378-380, 395 TG U3: 128-130, 158-160, 178-180, 338-340, 378-380 TG U4: 138-140, 168-170, 178-180, 195, 358-360, 378-380, 395
Technology and Publication	
CC.1.4.4.U With some guidance and support, 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, 80, 120, 160, 180, 190, 198, 260, 290, 340, 380, 398 TG U2: 30, 50, 70, 90, 110, 170, 194, 198, 220, 240, 300, 320, 394, 398 TG U3: 40, 60, 80, 100, 140, 150, 194, 250, 280, 330, 370, 380, 394 TG U4: 20, 70, 110, 130, 180, 190, 194, 220, 260, 300, 320, 350, 394
Conducting Research	
CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.	TG U1: 128-130, 258-260, 278-280, 328-330, 392-399 TG U3: 278-280, 288-290, 298-300 TG U4: 58-60, 258-260, 318-320
Credibility, Reliability, and Validity of Sources	
CC.1.4.4.W 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: 108-110, 128-130, 258-260, 328-330, 392-399 TG U3: 248-250, 288-290, 298-300, 318-320, 338-340 TG U4: 58-60, 258-260, 278-280, 318-320

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Pennsylvania Core Standards for English Language Arts	ReadyGEN, ©2016 Grade 4
Range of Writing	
<p>CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>	<p>This objective is addressed throughout the text. See the following: TG U1: 28-30, 58-60, 98-100, 118-120, 138-140, 168-170, 192-199, 238-240, 268-270, 298-300, 318-320, 328-330, 348-350, 368-370, 392-399 TG U2: 18-20, 38-40, 48-50, 78-80, 108-110, 128-130, 148-150, 178-180, 192-199, 288-290, 308-310, 338-340, 358-360, 378-380, 392-399 TG U3: 38-40, 58-60, 88-90, 108-110, 128-130, 158-160, 188-190, 192-199, 288-290, 298-300, 328-330, 348-350, 392-399 TG U4: 28-30, 58-60, 68-70, 88-90, 138-140, 168-170, 192-199, 248-250, 278-280, 318-320, 338-340, 368-370, 392-399</p>
<p>1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
Comprehension and Collaboration Collaborative Discussion	
<p>CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>This objective is addressed throughout the text. See the following: TG U1: 14, 34, 54, 74, 94, 114, 134, 174, 244, 254, 294, 334, 354 TG U2: 24, 44, 64, 84, 104, 124, 144, 174, 184, 224, 244, 264, 284, 304, 334 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>
Comprehension and Collaboration Critical Listening	
<p>CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>TG U1: 216, 260 TG U2: 260 TG U3: 239, 249, 289, 299, 309 TG U4: 227, 239, 369</p>

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Pennsylvania Core Standards for English Language Arts	ReadyGEN, ©2016 Grade 4
Comprehension and Collaboration Evaluating Information	
CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.	TG U2: 300, 310, 320, 330 TG U3: 20, 50, 70, 80, 90, 100, 110, 120, 140, 384 TG U4: 120, 220, 250, 260, 270, 280, 300, 320, 330, 350, 360, 370
Presentation of Knowledge and Ideas Purpose, Audience, and Task	
CC.1.5.4.D 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 with adequate volume, appropriate pacing, and clear pronunciation.	TG U1: 20, 40, 50, 60, 80, 130, 180, 190, 220, 310, 320, 330, 398 TG U2: 50, 90, 110, 170, 188-190, 230, 388-390, 398 TG U3: 198, 280, 290, 300, 388-390, 398 TG U4: 70, 90, 110, 198, 290, 398
Presentation of Knowledge and Ideas Context	
CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.	TG U1: 367, 382-384, 385-387 TG U2: 93, 183 TG U4: 29, 398
Integration of Knowledge and Ideas Multimedia	
CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	TG U1: 30, 189, 222, 229, 230, 348-350 TG U2: 188-190, 194, 198, 388-390, 394 TG U3: 188-190, 194, 198, 388-390, 394, 398 TG U4: 188-190, 194, 198, 250, 260, 390, 394
Conventions of Standard English	
CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.	TG U1: 20, 30, 50, 70, 90, 130, 260, 270, 330, 340, 350 TG U2: 30, 60, 90, 110, 130, 150, 250, 300, 330 TG U3: 20, 40, 60, 90, 130, 160, 170, 190, 230, 240, 250 TG U4: 40, 50, 60, 70, 100, 150, 240, 290, 350