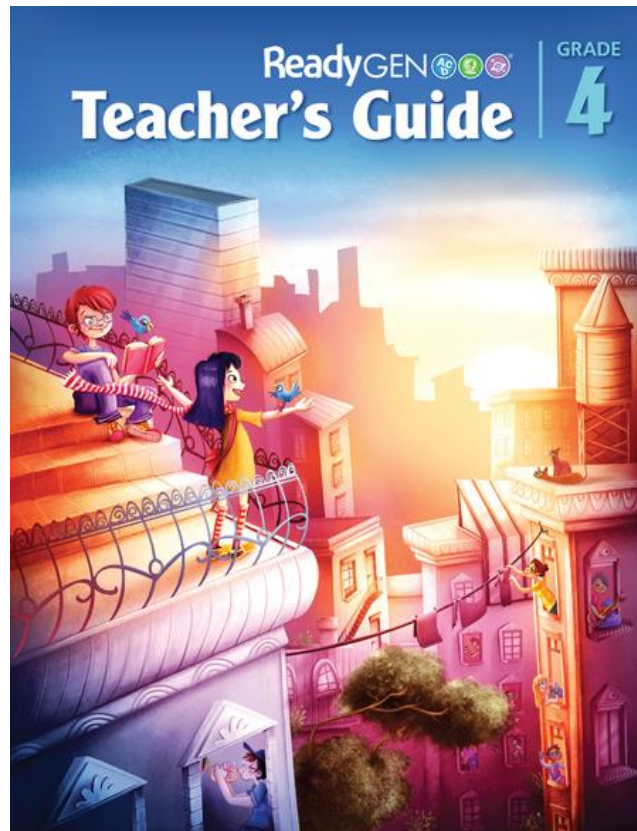


A Correlation of



Grade 4, ©2016

To the

**EQuIP Rubric for Lessons & Units
ELA/Literacy**

Grade 4

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *EQUIP Rubric for Lessons & Units: ELA/Literacy*. Correlation page references are to the Unit Module Teacher’s Guides and are cited by grade, unit and page references.

ReadyGEN ©2016 is a K-6 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

AUTHENTIC TEXT AT THE CORE OF INSTRUCTION

- Puts a library of 12 authentic trade books in the hands of every child.

BUILT WITH THE RESULTS IN MIND

- Back-mapped for success to ensure that activities are driven by rigorous standards.

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

- Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

Table of Contents

I. Alignment to the Depth of the CCSS	4
II. Key Shifts in the CCSS	10
III. Instructional Supports	20
IV. Assessment.....	31

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
I. Alignment to the Depth of the CCSS	
<i>The lesson/unit aligns with the letter and spirit of the CCSS:</i>	
<ul style="list-style-type: none"> • Targets a set of grade-level CCSS ELA/Literacy standards. 	<p><i>ReadyGEN</i> provides a strong foundation with resources to address the instructional shifts of the Common Core Standards. The <i>ReadyGEN</i> program has been created to show how the materials address the Common Core State Standards for each grade with an overall progression of complexity of text, within and across grades. This progression facilitates students' learning of academic vocabulary, Close Read and foundational skills, and further deepens content knowledge and comprehension. The basis of <i>ReadyGEN</i> is a reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking, and Listening standards. The program is carefully designed and constructed around excellent informational texts and literature to help students master the concepts they need to succeed in school and beyond. Each grade level focuses on teaching and learning the grade-level CCSS skills in meaningful content and quality context with grade-appropriate instructional methods. From the printed books to the online resources, students and teachers can choose from a wide variety of materials as they develop the important reading, writing, listening, and speaking concepts.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<ul style="list-style-type: none"> • Includes a clear and explicit purpose for instruction. 	<p>The <i>ReadyGEN</i> selections were chosen for their interesting content for each unit topic and because they are high-quality selections written by trade book authors. The program includes authentic literary and informational texts. Grade 4 examples include: Andrew Clements who is a Best Children’s Book of the Year award winner and winner of several state book awards for <i>Lunch Money</i>, Debora Pearson who wrote <i>Mary Anning: The Girl Who Cracked Open the World</i> by, and Seymour Simon’s Smithsonian resource explanation and examples of <i>Earthquakes</i>.</p> <p>Students engage in several close readings and discussions of each full-length and shorter authentic texts. Every unit begins with a Reading Instructional Focus and Writing Instructional Focus. The Close Read sections connect to the focus by asking questions for every anchor text and supporting text. At least one question guides students to use By-the-Way Words and vocabulary routines to demonstrate and extend understanding. At least one question directs students to a discussion of the key ideas and details in a text. In addition, other Close Read questions ask students to reread or refer to portions of the text.</p> <ul style="list-style-type: none"> • See the following Planner pages: Grade 4 Teacher’s Guide Units 1–4 Module A pages 6–7; Module B pages 206–207. • See Close Read sections that direct students to examine vocabulary: Grade 4 Teacher’s Guide Unit 1 Module A Lesson 1 page 13, Module B Lesson 2 page 223; Unit 3 Module A Lesson 1 page 13, Module B Lesson 2 page 223; Unit 4 Module A Lesson 1 page 13; Module B Lesson 2 page 223. • See the following Close Read sections that include questions that direct students to the text: See Grade 4 Teacher’s Guide Unit 1 Module A Lesson 12 page 123, Module B Lesson 14 page 343; Unit 3 Module A Lesson 14 page 143, Module B Lesson 11 page 313; Unit 4 Module A Lesson 17 page 173; Module B Lesson 2 page 223.

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<ul style="list-style-type: none"> • Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). 	<p>The goal of the <i>ReadyGEN</i> instructional design is to engage students in rich, complex text and ideas in order to advance the vocabulary, concept development, and syntax needed for strong reciprocal writing. A hallmark of the <i>ReadyGEN</i> program is its integration of reading and writing using text-based approaches to comprehension that blend vocabulary, speaking, and listening skills. The program’s flexible structure meets the rigor of the standards but allows teachers to personalize instruction. Rigor increases over the course of the year along with student autonomy. The multi-text model is strong, guiding students to become adept at forming strong arguments and citing text evidence to support opinions in discussions and writing about texts.</p> <p>The <i>ReadyGEN</i> embedded standard of rigor for all is due in part to the influence of program author’s Sharon Vaughn, Pam Allyn, Elfrieda H. Hiebert, and P. David Pearson. Challenging and engaging texts are combined with rigorous yet supported activities for all learners. What also sets <i>ReadyGEN</i> apart is the Generative Vocabulary Instruction authored by Elfrieda H. Hiebert and P. David Pearson. With more complex texts, students need to be able to generate the meaning of unfamiliar words, or apply knowledge of how words work when encountering new words. Generative words are taught as networks of words, not just single words, allowing students to see the functions of words and make connections among words. With rigor being a widely validated component of motivation, <i>ReadyGEN</i> provides multiple means and ample opportunity to open up access to grade-level content and beyond for all levels of learners in both whole and small group.</p> <p><i>ReadyGEN</i> contains selections that are at the level of text complexity required in Standard 10 of Literature and Standard 10 of Informational Text. The following chart shows the text complexity for the anchor texts and supporting texts in each unit of Grade 4.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy		ReadyGEN, ©2016 Grade 4	
Grade 4 Selections	Lexile	Average Sentence Length	Word Frequency
Title—Unit 1			
<i>Porpoises in Peril</i>	850L	10.13	3.44
<i>The Boy Who Drew Birds</i>	AD790L	16.23	3.66
<i>Mary Anning: The Girl Who Cracked Open the World</i>	810L	12.39	3.61
"Fragile Frogs" from <i>The Frog Scientist</i>	950L	11.88	3.23
<i>Movers and Shapers</i>	910L	13.13	3.46
"King of the Parking Lot"	920L	16.37	3.52
Title—Unit 2			
<i>Why the Sea Is Salty</i>	720L	13.00	3.70
"Pecos Bill" and "John Henry"	770L/770L	13.35/13.71	3.42/3.47
"How the Stars Fell into the Sky"	780L	13.59	3.71
<i>The Longest Night</i>	780L	12.20	3.63
<i>Three Native Nations: Of the Woodlands, Plains and Desert</i>	810L	11.62	3.49
"Northwest Coast Peoples"	970L	13.98	3.28
Title—Unit 3			
<i>Earthquakes</i>	1010L	14.18	3.35
<i>Quake!</i>	770L	9.15	3.40
"Earthshaker's Bad Day" and "The Monster Beneath the Sea"	740L/780L	11.79/13.35	3.54/3.47
<i>Anatomy of a Volcanic Eruption</i>	890L	10.35	3.32
<i>Escape from Pompeii</i>	920L	12.05	3.33
<i>A Tsunami Unfolds</i>	890L	12.28	3.31
Title—Unit 4			
<i>Lunch Money</i>	840L	14.29	3.47
<i>Max Malone Makes a Million</i>	810L	11.47	3.62
<i>Coyote School News</i>	730L	13.10	3.69
<i>Using Money</i>	920L	11.86	3.43
<i>A Tale of Two Poggles</i>	850L	13.19	3.57
<i>The Boy Who Invented TV</i>	860L	13.24	3.53

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

<p style="text-align: center;">EQUIP Rubric for Lessons & Units ELA/Literacy</p>	<p style="text-align: center;">ReadyGEN, ©2016 Grade 4</p>
<ul style="list-style-type: none"> • Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. 	<p>Each lesson is text-based and the instruction includes reading as well as listening, speaking, and writing development. All phases of the lesson incorporate interaction that involves reading, speaking, listening, and writing. See the Comprehensive Literacy Workshop front matter pages for each unit (Grade 4 Teacher’s Guide Units 1–4 pages viii–ix) for an overview of the closely related lesson concepts and the Planner pages for unit modules (Grade 4 Teacher’s Guide Units 1–4 Module A pages 6–7; Units 1–4 Module B pages 206–207) for the integrated plan.</p> <p>The <i>Reader’s and Writer’s Journal</i> component further integrates reading and writing skills with write on lines for students to record their ideas and notes for all phases of reading and writing lessons, including Reading and Language Analysis, Writing in Response to Reading, and Writing. Also provided for every unit is a Sleuth Work section with passages and worksheets for students to be detectives, gathering evidence from the text, asking questions about ideas and text, and supporting ideas with text evidence.</p>
<ul style="list-style-type: none"> • (Grades 3–5) Build students’ content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. 	<p>Grade 4 is organized into four units with two modules in each unit that include a Text Set of one anchor text—full-length trade book—and two supporting texts—shorter authentic texts that connect to the topic of the anchor text as well as poetry. Sleuth texts—short authentic literary and informational texts—provide close read routines and strategic support and extension in small group work. Texts are divided across each module into 18 lessons to encourage students to dig deeply into texts. See the following examples: Grade 4 Teacher’s Guide Units 1–4 Module A page xx and Module B page 200 for Text Set pages.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<p>(Continued)</p> <ul style="list-style-type: none"> • (Grades 3–5) Build students’ content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. 	<p>(Continued)</p> <p>For each module a grade-appropriate Reading Focus is presented for the literary and informational texts. The texts in each module cover a wide range of topics and content areas, including social studies, math, and science topics. Students engage in several close readings and respond to questions to create content knowledge related to social studies, math, and science concepts: Build Understanding, Close Reading, Focused Reading, and Focused Independent Reading. A Writing Focus is presented for each module that uses the anchor texts as models to cover social studies, math, and science concepts using the steps of the writing process and anchor texts as mentor texts.</p> <p>Students build content knowledge throughout <i>ReadyGEN</i> during every lesson of instruction, across units within grades, and across grade levels. Related texts across units ensure that content knowledge is comprehensive and unified. To dig deeply into texts, each module includes a Big Idea and Enduring Understandings that outline the reading and writing purposes. Essential Questions note what students are expected to know and Module Goals list tasks students should be able to accomplish throughout and at the end of each module. See Grade 4 Teacher’s Guide Units 1–4 Module A page xvi and Module B page 200 for Path to College and Career Readiness pages that contain these questions. Students build oral vocabulary by acquiring academic vocabulary and domain-specific words, exemplified in each week’s By-the-Way Words and Benchmark Vocabulary. See the following examples: Grade 4 Teacher’s Guide Units 1–4 Module A pages 2–5; Module B pages 202–205.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
II. Key Shifts in the CCSS	
<i>The lesson/unit addresses key shifts in the CCSS:</i>	
<ul style="list-style-type: none"> • Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. 	<p>The Comprehensive Literacy Workshop pages provide the same instructional plan for each selection. The lessons for an Informational Text or a Literary Text contain the same lesson sections including Close Read and Text Talk questions. This reading routine structure is summarized on the Comprehensive Literacy Workshop pages for each unit.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> • Grade 4 Teacher’s Guide Units 1–4 pages viii–ix • Grade 4 Teacher Edition Module A Unit 2 Lesson 1 pages 12–15, Lesson 6 pages 62–65, Unit 4 Lesson 7 pages 72–75, Lesson 11 pages 112–115; and Module B Unit 2 Lesson 1 pages 212–215, Lesson 8 pages 282–285, for literature selections and Grade 4 Teacher Edition Module A Unit 1 Lesson 9 pages 92–95, Unit 3 Lesson 13 pages 132–135; and Module B Unit 1 Lesson 6 pages 262–265, Lesson 11 pages 312–315, Unit 4 Lesson 4 pages 242–245, Lesson 14 pages 342–345 for informational text selections,

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<p>(Continued)</p> <ul style="list-style-type: none"> • Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. 	<p>(Continued)</p> <p>For the anchor text and supporting texts in the modules of <i>ReadyGEN</i>, the Read Aloud Routine, Shared Reading/Read Together Routine, and Independent Reading Routine discussion questions in the First Read and the Close Read questions and Text Talk in the Second Read in the Teacher’s Guide provide two types of comprehension activities. The routine introduces the text and focuses students on understanding the main ideas in the text. The Close Read sections have students examine the text closely through analyzing By-the-Way Words and questions that guide students to Key Ideas and Details and Integration of Knowledge to extend the interpretation of the text using higher-level thinking skills. The question’s Level of Complexity measures a student’s Depth of Knowledge (DOK). <i>ReadyGEN</i> annotates questions for the Close Read which allows teachers the ultimate flexibility with differentiating instruction. The Text Talk questions use discussion routines to direct students to discuss a deeper meaning of a section of the text. These questions require a thorough understanding of the text, and the answers are to be supported by text evidence. See the following examples: Grade 4 Teacher’s Guide Module A Units 1–4 Lesson 1 pages 12–14, Lesson 11 pages 112–114, Lesson 16 pages 162–164; Module B Units 1–4 Lesson 1 pages 212–214, Lesson 11 pages 312–314, Lesson 16 pages 362–364.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<p>• Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).</p>	<p>For each lesson in the program, the reading materials are accompanied by instruction that helps students read and comprehend the selection to master all aspects of the reading process. The text-dependent and the text-specific questions in the First Read in Build Understanding and the Second Read in Close Read and Text Talk also promote finding text evidence in a selection. See the following examples: Grade 4 Teacher’s Guide Module A Unit 1 Lesson 4 pages 42–44, Lesson 10 pages 102–104, Unit 3 Lesson 8 pages 82–84, Unit 4 Lesson 9 pages 92–94; Module B Unit 1 Lesson 6 pages 262–264, Lesson 8 pages 282–284, Unit 3 Lesson 5 pages 252–254.</p> <p>Lessons also include questions about visual information, including photos, illustrations, charts, maps, and diagrams. See the following examples: Grade 4 Teacher’s Guide Module A Unit 1 Lesson 8 page 24, 26, 27, Unit 3 Lesson 2 pages 24, 25, 26, Unit 4 Lesson 2 page 24, 26, 27; Module B Unit 1 Lesson 4 page 244, 246, 247, Unit 3 Lesson 2 page 224, 226, 227.</p> <p>Also included for each lesson are online resources that students can use to search for digital resources by keyword. In each unit the Digital Centerpieces include Students as Authors, Students as Thinkers, Students as Word Workers, Students as Readers. The Research Center tasks students with researching using print and digital resources to investigate the unit’s topic related to the lesson’s texts. See Grade 3 Teacher’s Guide Units 1–6 pages 10–11 and 210–211.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<p>(Continued)</p> <ul style="list-style-type: none"> • Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). 	<p>(Continued)</p> <p>Each lesson ends with students completing a Writing Workshop by answering a prompt about the lesson’s texts. Included in the Writing lessons are the steps, including research, for completing a writing project and using different kinds of graphics to engage in the lesson content. See the following examples:</p> <ul style="list-style-type: none"> • Grade 4 <i>Reader’s and Writer’s Journal</i>, pages 9–10, 19–20, 29–30, 49–50, 129–130, 219–220 • Grade 4 Teacher’s Guide Module A Units 1–4 pages 18–21, 38–41, 128–131, 168–171, 228–231, 308–311.
<ul style="list-style-type: none"> • Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). 	<p>Writing activities in <i>ReadyGEN</i> are text dependent and require students to confront the text directly. Lesson and module-level writing activities provide performance tasks for students as they write in response to reading texts at various levels of complexity. The writing strand in <i>ReadyGEN</i> and the <i>Reading Sleuth</i> sections address opinion/argument, informative/explanatory, and narrative writing tasks, as required by the Common Core State Standards. In addition to modes of writing, writing lessons also focus on conventions and the writing process.</p> <p>In <i>ReadyGEN</i>, students receive writing instruction aligned with a module-level Writing Focus. • In each Reading lesson students respond to a prompt in Writing Workshop by writing an opinion/argumentative, explanatory, or narrative paragraph in response to the anchor text and supporting text and drawing on textual evidence to support their ideas. The text-based prompt requires students to directly confront the text. See the following examples: Grade 4 <i>Reader’s and Writer’s Journal</i>, pages 5, 15, 25, 35, 245, 265; Grade 4 Teacher’s Guide Module A Units 1–4 pages 18, 28, 38, 128, 168.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<p>(Continued)</p> <ul style="list-style-type: none"> • Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). 	<p>(Continued)</p> <ul style="list-style-type: none"> • In each Writing Lessons Independent Writing Practice, students respond to a prompt based on the anchor and supporting texts or the texts’ topic. Students draw on what they have learned about the writing process to write an argument/opinion, to write to inform/explain, or to write a narrative. See the following examples: Grade 4 <i>Reader’s and Writer’s Journal</i>, pages 5, 15, 25, 35, 245, 265; Grade 4 Teacher’s Guide Module A Units 1–4 pages 15, 25, 35, 125, 165. • In the module-level Performance-Based Writing Assessments, students are given writing tasks to measure mastery of standards. Students revisit the anchor or supporting texts, plan writing using checklists and graphic organizers, and publish their writing through oral presentations recorded digitally. See the following examples: Grade 4 Teacher’s Guide Module A Units 1–4 pages 192–199; Module B Units 1–4 pages 392–399. <p>Additional writing lessons for the Performance-Based Assessment tasks are provided in Unlocking the Writing lessons in the <i>Scaffolded Strategies Handbook</i>. Lessons for each mode of writing break apart prompts, provide a walkthrough of the process, and offer guidance in evaluating student writing. Additional Deeper Practice writing tasks offer robust writing practice. See the following examples: Grade 4 <i>Scaffolded Strategies Handbook</i> pages 175–180, 181–186, 187–192, 199–204, 211–216, 217–222.</p> <p>All of the writing tasks in <i>ReadyGEN</i> align to the Common Core State Standards and are supported with teacher instruction and rubrics.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<p>• Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.</p>	<p><i>ReadyGEN</i> presents By-the-Way Words and Benchmark Vocabulary that include transferable Academic Vocabulary presented in the context of the lesson to help students comprehend the meanings and uses of the terms. Close Read sections dig deeper into the vocabulary with By-the-Way Words. See the following examples: Grade 4 Teacher's Guide Module A Units 1–4 pages 13, 53, 143; Module B Units 1–4 pages 213, 253, 273. Benchmark Vocabulary in every lesson uses the Benchmark Vocabulary Routine for each mode of text. See Grade 4 Teacher's Guide Module A Units 1–4 pages 3–5, 14, 104, 144, 184; Module B Units 1–4 pages 203–205, 214, 234, 264, 284.</p> <p>The Close Reading/Benchmark Vocabulary sections focus on Tier 2 and Tier 3 words. The Benchmark Vocabulary Routines for Literary and Informational Texts can be used to present the words, and the words are used in a Read Aloud Routine to promote understanding in context. Benchmark Vocabulary Routines for Informational Texts introduce words, and guide students through a variety of strategies to determine meaning using context clues, text features, a glossary/dictionary, and semantic maps to see the connections between related words. Benchmark Vocabulary Routines for Literary Texts introduce words, and guide students through a variety of strategies to determine meaning using context clues, rephrasing, reasons for word choice, a glossary/dictionary, a thesaurus, word webs, and synonyms and antonyms to connect the word to more words. See Grade 4 Teacher's Guide Units 1–4 pages TR24–TR31.</p> <p>Throughout <i>ReadyGEN</i>, students use transferable academic vocabulary as they utilize text to build knowledge in the disciplines.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<p><i>A unit or longer lesson should</i></p>	
<p>• Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level.</p>	<p>See Section 1, item 4 in Alignment to the Rigor of CCSS for the charts that give the text complexity levels for every selection. Rubrics containing qualitative text measures, quantitative text measures, and Reader and Task Suggestions are provided for all anchor texts, supporting texts, and <i>ReadyGEN Sleuth</i> passages.</p> <p><i>ReadyGEN</i> provides explicit and systematic instruction and support at point-of-use for all foundational skills—concepts of print, phonological awareness, phonics, vocabulary development, syntax, and fluency. Explicit instruction, progress monitoring, and assessment of foundational skills are found in Teacher’s Guides, Reader’s and Writer’s Journals, ancillary materials, and digital offerings.</p> <p><i>ReadyGEN</i> materials provide all students opportunities to engage with complex texts as defined by the Common Core State Standards. For two examples at each level, see the following:</p> <p>Anchor Texts</p> <ul style="list-style-type: none"> • Grade 4 Unit 1: Module A <i>Porpoises in Peril</i>; Module B <i>Mary Anning: The Girl Who Cracked Open the World</i> • Grade 4 Unit 2: Module <i>Why the Sea Is Salty</i>; Module B <i>The Longest Night</i> <p>Supporting Texts</p> <ul style="list-style-type: none"> • Grade 4 Unit 1: Module A <i>The Boy Who Drew Birds</i>; Module B “King of the Parking Lot” • Grade 4 Unit 2: Module A “How the Stars Fell into the Sky”; Module B “Northwest Coast Peoples” from <i>Kids Discover</i> <p>ReadyGEN Sleuth</p> <ul style="list-style-type: none"> • Grade 4 Unit 2: Module A “Cahokia: The Mystery Behind the Ancient City”; Module B “Learning a New Language”

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<p>• Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.</p>	<p>Grade 4 is organized into four units with two modules in each unit that include a unit Big Idea with module-level Enduring Understandings. Each lesson includes Essential Questions related to the Big Idea and Enduring Understandings. By-the-Way Words are taught throughout the lesson to support the unit Big Idea, module-level Enduring Understandings, and lesson Essential Questions.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> • Grade 4 Teacher’s Guide Units 1–4 Module A pages xx-1; Module B pages 200–201 • Grade 4 Teacher’s Guide Units 1–4 Module A pages 12–14, 32–34, 122–124; Module B Units 1–4 pages 242–244, 322–324, 352–354
<p>• Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5).</p>	<p>All of the selections in <i>ReadyGEN</i> are of high quality and fall within the prescribed grade level complexity bands described in Appendix A of the Common Core State Standards. The selections provide an equal balance of literary and informational text. For each module, <i>ReadyGEN</i> offers an anchor text and two shorter supporting texts on the same or related topic or concept. A rich variety of literary and informational texts were chosen for these selections. Most anchor texts and supporting texts are published works, excerpts from published books, or original selections created by well-known, grade-level appropriate authors. The program’s <i>ReadyGEN Sleuth</i> selections include fiction and nonfiction selections. Each <i>Sleuth</i> selection is two pages with text, illustrations, and text-based questions.</p> <p>An equal balance of literature and informational texts appear in the anchor texts, supporting texts, and in all the related Trade Books, Leveled Text Library, and Practice Readers. A <i>ReadyGEN Sleuth</i> selection is included in each module with a balance of literature and informational texts.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

<p style="text-align: center;">EQUIP Rubric for Lessons & Units ELA/Literacy</p>	<p style="text-align: center;">ReadyGEN, ©2016 Grade 4</p>
<p>• Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.</p>	<p>Daily writing instruction is an integral part of each lesson’s instructional plan in which students write in response to high-quality, complex texts. In each part of the Reading lesson, students respond in writing to anchor and supporting texts in the <i>Reader’s and Writer’s Journal</i>. At the end of each Reading lesson students respond in writing to the Writing Workshop prompt that requires students to use text evidence to support ideas, claims, and opinions. Students have access to an Interactive Student Journal to produce digital texts as well.</p> <p>Each lesson includes a Writing lesson that takes students through the steps in the writing process and focuses on the traits and craft of good writing. Students revisit the anchor and supporting texts to write an argument/opinion, to write to inform/explain, or to write a narrative.</p> <p>Each module asks students to confront the text in Sleuth Work by “Making Their Case” as they draw on textual evidence to support claims and statements about the text.</p> <p>Each module also includes a longer Performance-Based Assessment writing task that digs deeper into the concepts. Students closely review anchor and supporting texts to form ideas and plan writing as they focus on the writing process. Students then present their writing to the class and create multimedia presentations through audio and video recording. The task involves writing, listening, and speaking skills and has students using technology.</p> <p>Module-level and lesson-level writing tasks provide structure to guide students through each step in the writing process. Students use anchor and supporting texts as mentor texts to examine traits common to the genre of text they are writing, e.g., personal narrative, or compare-and-contrast essay.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<p>(Continued)</p> <ul style="list-style-type: none">• Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.	<p>(Continued)</p> <p>Extended writing applications can also be found in the <i>Scaffolded Strategies Handbook</i> component for each grade level. Writing Routines provide notes that support English language learners as well as both struggling and accelerated writers. Extend activities explore an equal balance of narrative, informative/explanatory, and opinion/argument writing.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
III. Instructional Supports	
<i>The lesson/unit is responsive to varied student learning needs:</i>	
<ul style="list-style-type: none"> • Cultivates student interest and engagement in reading, writing and speaking about texts. 	<p>A basic tenet of the questioning technique is to promote understanding of the text while thinking, learning, and living the content. Students who become involved in the reading experience are truly capable of gaining information and worthwhile content. The choice of the selections and the design of the questions help to ensure that students will become actively involved in the reading process. The question’s Level of Complexity measures a student’s Depth of Knowledge (DOK). <i>ReadyGEN</i> annotates questions for the Close Read which allows teachers the ultimate flexibility with differentiating instruction.</p> <ul style="list-style-type: none"> • See the following Grade 4 Teacher’s Guide Close Read Cite Text Evidence examples: <p>Module B Unit 2 page 213: CITE TEXT EVIDENCE Engage the class in a discussion about what they just read. Remind students that readers use details and examples from the text to analyze characters. Use these questions to guide the discussion and ask students to support their answers with evidence.</p> <p>What is the importance of “fourteen summers” in the Raven People’s culture? (That is the age in which young people are expected to prove themselves before they can be treated as adults.) Where in the text do you find evidence for this? (On p. 4 Wind Runner says that he will be a warrior, a man, after meeting the challenges of the Vision Quest.) DOK L2</p> <p>How does Wind Runner feel about being a member of the tribe? (He is proud to be of the “mighty” Raven People and wants to prove to them that he is the best.) Have students read aloud sentences from the text that support their responses. DOK L3</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<p>(Continued)</p> <ul style="list-style-type: none"> • Cultivates student interest and engagement in reading, writing and speaking about texts. 	<p>(Continued)</p> <p>Module A Unit 4 page 43: CITE TEXT EVIDENCE Engage the class in a discussion about what they just read. Remind students that readers use text evidence to support their inferences about characters. Use these questions to guide the discussion.</p> <p>How does the phrase <i>market dominance</i> on page 88 inform you about Greg’s conflict with Maura? (Greg wants to have control over the minibook market, and he thinks that Maura’s books will prevent him from doing that.) What evidence in the text supports your response? (Students may cite Greg’s suspicions about Maura’s phone call on p. 102.) DOK L3</p> <p>What do you learn about Greg and Mr. Z from their conversation in Chapter 9, pages 92-94? (Possible response: Mr. Z and Greg have different views about the importance of money.) DOK L2</p> <p>At the beginning of each lesson, children Build Understanding when following the structure of Set the Purpose, Engage Students, Read, and Turn and Talk with a partner and discuss questions using pictures and words from the text. See the following examples:</p> <ul style="list-style-type: none"> • Grade 4 Teacher’s Guide Unit 1 Module A pages 52, 112, 132, Unit 3 Module A pages 22, 32, 72, Unit 6 Module A pages 62, 112, 122; Unit 1 Module B pages 182, 252, 262, Unit 3 Module B pages 202, 212, 222, Unit 6 Module B pages 182, 212, 252 <p>During Text Club time, children will work with classmates to read and talk about books and other texts. Each will read a text and then meet with the Text Club to talk about it. Every group member will have a different job to do. For the Text Club Routine, refer to Grade 1 Teacher’s Guide Units 1–6 pages TR20–TR23.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

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<ul style="list-style-type: none"> • Addresses instructional expectations and is easy to understand and use. 	<p>Each <i>ReadyGEN</i> unit includes two modules. Each module includes a Path to College and Career Readiness with Enduring Understandings for reading and writing that clearly notes concepts and skills students should understand throughout the module. Also listed are “Knows” and “Dos” for each module. Essential Questions and Module Goals state what students should know; Performance-Based Assessments note what students should be able to do. See Grade 4 Teacher’s Guide Units 1–4 Module A pages xx–1 and Module B pages 200–201 for Path to College and Career Readiness pages that contain these questions.</p> <p>Each lesson lists a Lesson Objective, Reading Objectives, and Writing Objectives that relate to the Enduring Understandings. Lessons begin with the applicable Enduring Understanding in Build Understanding and then restate the Essential Question in Build Understanding. See the following examples: Grade 4 Teacher’s Guide Module A Units 1–4 pages 12, 32, 122; Module B Units 1–4 pages 242, 322, 352.</p>
<ul style="list-style-type: none"> • Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. 	<p>Each anchor text and supporting text is accompanied by questions in the First Read with the reading routine to help students comprehend the text. The Close Read questions used in the Second Read extend the interpretation of the text using higher-level thinking skills with Key Ideas and Details, Integration of Knowledge, and vocabulary questions applied to the text and supported by text evidence. If scaffolding is required each lesson includes Scaffolded Instruction for Small Group, monitoring progress and offering reading analysis and Close Read activities. See the following examples: Grade 4 Teacher’s Edition Units 1–4 Module A pages 16, 56, 166; Module B pages 216, 336, 386.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<p>(Continued)</p> <ul style="list-style-type: none"> Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. 	<p>(Continued)</p> <p>In addition, scaffolding is provided in the <i>Scaffolded Strategies Handbook</i> which unlocks the text for students in the First Read with lessons on levels of meaning and structure in Preparing to Read and Interact with the Text and in the Second Read in Express and Extend. The <i>Scaffolded Strategies Handbook</i> also offers background building and language scaffolding. See the following examples: Grade 4 <i>Scaffolded Strategies Handbook</i> Module A pages 92–97, 98–103, 104–109; Module B pages 154–159, 160–165, 166–169.</p> <p>In each unit <i>ReadyGEN Sleuth</i> Lessons 3 and 13 offer scaffolds to ensure that all students have access to complex text with explicit and systematic support in the Scaffolded Instruction. See the following examples: Grade 4 Teacher’s Guide Units 1–4 Module A pages 36–37, 136–137; Module B Units 1–4 pages 236–237, 336–337.</p>
<ul style="list-style-type: none"> Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. 	<p>Each anchor text and supporting text provides opportunities to focus on challenging text through a Close Read and discussion of specific sections of the text. Close Read sections guide students through the text using text evidence. See the following examples: Grade 4 Teacher’s Guide Module A Units 1–4 pages 13, 43, 63; Module B Units 1–4 pages 213, 323, 343.</p> <p>Text Talk sections provide supports that promote deep thinking. See the following examples: Grade 4 Teacher’s Guide Module A Units 1–4 pages 14, 44, 64; Module B Units 1–4 pages 214, 324, 344.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<ul style="list-style-type: none"> • Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. 	<p>At all grade levels in <i>ReadyGEN</i>, scaffolded instruction for English Language Learners is provided in each lesson with tips and strategies for teacher mediation of content. See the following examples: Grade 4 Teacher’s Guide Module A Units 1–4 pages 13, 43, 63; Module B Units 1–5 pages 213, 323, 343.</p> <p>Each lesson’s Small Group Options offers additional support for students with the Close Read Support strategies that actively involve the student.</p> <p>See the following examples: Grade 4 Teacher’s Guide Units 1–4 Module A pages 16, 56, 166; Module B pages 216, 336, 386.</p> <p>In addition, the <i>Scaffolded Strategies Handbook</i> unlocks the text and writing tasks with research-proven scaffolds and strategies. Prepare to Read lessons provide more intensive readiness before reading with a preview, background knowledge building, and vocabulary support, including a cognate chart for anchor and supporting text vocabulary. See the following examples: Grade 4 <i>Scaffolded Strategies Handbook</i> Unit 3 Module A pages 90–91, 92–97, 98–103, 104–109; Module B Unit 4 pages 152–153, 154–159, 160–165, 166–169.</p> <p>Each lesson includes Focused Independent Reading using the Independent Reading Routine, which stresses choosing appropriately leveled books and periodical check-ins to assess understanding. Students are given a reading focus to provide practice with skills learned in each lesson. See Grade 4 Teacher’s Guide Units 1–4 pages TR12–TR19.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

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<ul style="list-style-type: none"> • Provides extensions and/or more advanced text for students who read well above the grade level text band. 	<p>Every lesson in the program provides extension activities for students. The Small Group Options offer extension activities in the lesson, including Focused Independent Reading, Text Clubs, and Center Options. The <i>ReadyGEN Sleuth</i> provides opportunities for all students to engage with complex text. In addition, optional Leveled Readers are provided in the Leveled Text Library.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> • Small Group Options Grade 4 Teacher’s Guide Units 1–4 Module A pages 16, 56, 166; Module B pages 216, 336, 386 • <i>ReadyGEN Sleuth</i> Grade 4 Teacher’s Guide Units 1–4 Module A pages 36–37, 136–137; Module B Units 1–4 pages 236–237, 336–337 • Text Club Routine Grade 4 Teacher’s Guide Units 1–4 pages TR20–TR23 <p>Each module in <i>ReadyGEN</i> has an accompanying <i>ReadyGEN Sleuth</i> selection. Each <i>Sleuth</i> selection is two pages with text and illustrations, follows Lexile ratings, and focuses on Text-Based Comprehension. Lesson 3 and 13 introduces the selection with Close Read Sleuth Work activities—Gather Evidence, Ask Questions, Make Your Case, and Prove It!—and ends with students further exploring the text in the <i>Reader’s and Writer’s Journal</i>.</p> <p>The instruction in Small Group Options is created for Strategic Support or Extensions for Close Read or Oral Language to extend and enhance reading comprehension of complex texts.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<p><i>A unit or longer lesson should:</i></p>	
<ul style="list-style-type: none"> • Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). 	<p>Coverage of Common Core State Standards within and across grade levels of <i>ReadyGEN</i> constitutes a learning progression that follows the manner in which the skills and concepts of the standards naturally advance and deepen over time.</p> <p>In addition, unit Big Ideas and module-level Enduring Understandings allow students to build content knowledge on various topics from week to week. Numerous science and social studies informational texts foster the accumulation of conceptual understanding across grade levels.</p> <p><i>ReadyGEN</i> integrates foundational skills, reading, writing, speaking and listening, and language standards, presenting them in conjunction with reading selections. The reading selections, which can be read independently of all surrounding material, serve as the core of the lessons and the vehicle for incorporating all features and activities. A gradual release of responsibility progresses students through the Read Aloud Routine, Shared Reading/Read Together Routine, to the Independent Reading Routine. Discussion questions for the First Read of anchor and supporting texts help students comprehend the text and genres. Each lesson includes Essential Questions connected to the Big Idea and Enduring Understandings. Most lessons follow the same Routines for instruction and a carefully constructed lesson plan that provides an overview before digging deeper into the texts. See the following examples for the lesson concept path: Grade 4 Module A Unit 1 pages 12–15, Unit 3 pages 52–55, Unit 4 pages 132–135; Module B Unit 1 pages 222–225, Unit 3 pages 242–245, Unit 4 pages 282–285.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<p>(Continued)</p> <ul style="list-style-type: none"> • Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). 	<p>(Continued)</p> <p>The Enduring Understanding is introduced and then the Essential Question is discussed. The Read Aloud Routine, Shared Reading/Read Together Routine, and Independent Reading Routine guides students to gain an understanding of the text, while discussion questions, Close Read, and Text Talk direct students deeper into the text. Students then apply the Enduring Understandings and answer Essential Questions using the anchor text and supporting text as they read and clarify the meaning of the text.</p>
<ul style="list-style-type: none"> • Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>). 	<p>The <i>ReadyGEN</i> instructional model provides supports for students to gain comprehension and then dig deeper into the text. Scaffolded supports during the reading of the anchor text and supporting texts provide access to the text for those students who need more help with reading comprehension. Within each lesson, independent activities allow all students to apply what they have learned from previous lesson supports. The <i>Reader's and Writer's Journal</i> provides independent activities including Reading and Language Analysis activities, Writing Workshop writing tasks, Accountable Independent Reading, and Independent Writing Practice. See the following examples: Grade 4 Teacher's Guide Module A Units 1–4 pages 25, 30, 65, 70, 165, 170; Module B pages 235, 240, 285, 290, 355, 360.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

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<ul style="list-style-type: none"> • Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. 	<p>Authentic learning and literacy skill application is included in the questioning strand. For the anchor text and supporting text, students are asked to answer text-based questions and to apply learning in answering questions that require higher-level thinking skills.</p> <p>Within every Reading lesson, students are asked to independently analyze and reflect on texts, learning, and concepts using the Independent Reading Routine. See Grade 4 Teacher’s Guide Units 1–4 pages TR12–TR19.</p> <p>Writing lessons require Informative/Explanatory writing to draw evidence from anchor and supporting texts or to conduct research on writing subjects or topics. Each lesson provides a list of research tasks and questions students’ answers to refine their research topic. Students take notes and use the <i>Reader’s and Writer’s Journal</i> to plan and execute their writing. See Grade 4 Teacher’s Guide Module B Unit 1 pages 248–251, 258–261, 288–291 and Unit 3 pages 228–231, 278–281, 318–321.</p> <p>Center Options offer ideas for research based on the module-level Enduring Understanding in the Research Center. See the following examples: Grade 4 Teacher’s Guide Module A Units 1–4 page 11; Module B Units 1–4 page 211.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

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<ul style="list-style-type: none"> • Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5. 	<p>Conventions instruction is closely integrated into the content of each lesson. Learning the concepts as an integral part of reading, writing, listening, and speaking development allows students to learn, practice, and apply the skills immediately as they progress through the lesson. Each Writing lesson includes a Conventions section that introduces and models concepts. See the following examples: Grade 4 Teacher’s Guide Module A Units 1–4 pages 18–21, 68–71, 118–121, 158–161; Module B Units 1–4 pages 238–241, 288–291, 358–361.</p> <p>The <i>Scaffolded Strategies Handbook</i> and the <i>Reader’s and Writer’s Journal</i> offer additional practice in grammar and conventions, writing opportunities, discussion rules, and all aspects of foundational reading.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> • Grade 4 <i>Reader’s and Writer’s Journal</i> Module A Unit 1 pages 18–20, 38–40, Unit 3 pages 168–170, 188–190, Unit 4 pages 248–250, 268–270; Module B Unit 1 pages 48–50, 68–70, Unit 3 pages 218–220, 228–230, Unit 4 pages 298–300, 308–310 • Grade 4 <i>Scaffolded Strategies Handbook</i> pages 50–55, 134–139, 224–233, 289–290, 304–305, 334–339

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

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<ul style="list-style-type: none"> • Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (<i>may be more applicable across the year or several units</i>). 	<p>Independent Reading is a key component in <i>ReadyGEN</i>. At all grade levels, Focused Independent Reading support is offered at the end of each Whole Group and Small Group Reading lesson. See the following examples: Grade 4 Teacher’s Guide Module A Unit 1 pages 65, 75, 95, Unit 3 pages 135, 155, 185, Unit 4 pages 105, 165, 175; Module B Unit 1 pages 215, 235, 265, Unit 3 page 255, 275, 285, Unit 4 pages 325, 345, 385.</p> <p>Center Options offer ideas for independent reading using the module-level Enduring Understandings. See Grade 4 Teacher’s Guide Module A Units 1–4 page 10; Module B Units 1–4 page 210.</p>
<ul style="list-style-type: none"> • Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>ReadyGEN</i> provides several technology components to enhance and expand learning and instruction. For digital offerings, see Grade 4 Teacher’s Guide Units 1–4 pages iv, vii.</p> <p>In the Digital Options section of each Writing lesson students are asked to draft, revise, and research. Writing lessons with a focus on research also have students use digital sources and media to deepen knowledge of a research topic or text. See the following examples: Grade 4 Teacher’s Guide Module A Unit 1 pages 38–41, Unit 3 pages 98–101, Unit 4 pages 118–121; Module B Unit 1 pages 258–261, Unit 3 pages 278–281, Unit 4 pages 348–351.</p> <p>Center Options offer ideas for using digital resources for research and inquiry based on the module-level Enduring Understanding in the Research Center. See the following examples: Grade 4 Teacher’s Guide Module A Units 1–4 page 11; Module B Units 1–4 page 211.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
IV. Assessment	
<i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i>	
<ul style="list-style-type: none"> • Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). 	<p><i>ReadyGEN</i> provides several assessment opportunities to monitor student progress on mastery of the standards. Formative Assessments are included in each lesson to assess targeted skills and standards. In the Reading lessons, Monitor Progress features in the Small Group Options allow for consistent assessments to meet individual student needs. In the Writing lessons, assessment is included throughout the Writing lessons in the Independent Writing Practice feature.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> • Grade 4 Teacher’s Guide Module A Unit 1 pages 56–57, 71, 131, Unit 3 pages 31, 41, 86–87, Unit 4 pages 71, 101, 146–147; Module B Unit 1 pages 231, 246–247, 281, Unit 3 pages 241, 256–257, 341, Unit 4 pages 276–277, 331, 351 • Grade 4 Teacher’s Guide Assessment Overview Units 1–4 pages xvi–xvii <p><i>ReadyGEN</i> also includes assessments for English Language Learners, assessments to determine students’ “starting points” at the beginning of the year, and unit assessments. The <i>Assessment Book Teacher’s Manual</i> provides Tips for Assessing English Language Learners, Fluency and Running Records, Baseline Assessment Information, and End-of-Unit Assessments. See <i>Grade 4 Assessment Book Teacher’s Manual</i> overview pages T5–T29, T37–T40, T49–T52.</p> <p>Each module also includes a longer Performance-Based Assessment writing task that uses the anchor and supporting texts to assess writing, listening, and speaking skills. See the following examples: Grade 4 Teacher’s Guide Module A Units 1–4 pages 192–199; Module B Units 1–4 pages 392–399.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<ul style="list-style-type: none"> • Assesses student proficiency using methods that are unbiased and accessible to all students. 	<p>Assessing a variety of types of knowledge and levels of thinking, <i>ReadyGEN</i> assessment takes place in multiple formats, both pencil-and-paper and performance-based. At each grade level, students demonstrate their knowledge of content and ability to employ various strategies through tasks that evoke critical thinking in projects, presentations, written assignments, and discussion in response to deep-thinking questions. Informative/Explanatory writing, both assigned and in response to self-interest topics, requires students to engage in research from a variety of sources. Formal assessment includes quick-response, multiple-choice items, short written response items, and extended constructed response items in response to topical prompts. All items are in response to relevant standards and planned learning outcomes. <i>ReadyGEN</i> contains comprehensive ancillary assessment components. These assessments can be administered easily from the beginning of the year (Baseline Assessments) through each lesson or module of instruction (both Formative Assessment and the Performance Task) and at the end of each unit (End-of-Year Unit Tests). Assessments are also part of the student instruction (Independent Reading and Writing Practice, Reading and Writing Wrap-Up) and Teacher's Guide routines (Monitor Progress). See <i>Grade 4 Assessment Book Teacher's Manual</i> overview pages T5–T29, T37–T40, T49–T52.</p>

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<ul style="list-style-type: none"> • Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. 	<p><i>ReadyGEN</i> supports teachers with guidance on how to interpret student performance through progress monitoring in Small Group Options. The monitor progress boxes provide teachers with point-of-use formative assessment and interpretation guidelines. The scaffolded lessons in the <i>Scaffolded Strategies Handbook</i> include monitor progress boxes in the reading lessons and clear guidelines for student performance that state what students should know and do in writing lessons. Writing rubrics accompany all Performance-Based Assessments at the end of each module and extended-response writing in the End-of-Unit Assessments.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> • Grade 4 Teacher’s Guide Module A Unit 1 pages 56–57, 71, 131, Unit 3 pages 31, 41, 86–87, Unit 4 pages 71, 101, 146–147; Module B Unit 1 pages 231, 246–247, 281, Unit 3 pages 241, 256–257, 341, Unit 4 pages 276–277, 331, 351 • Grade 4 <i>Scaffolded Strategies Handbook</i> pages 24, 64, 74, 84, 175–179, 193–197 • Grade 4 <i>Assessment Book Teacher’s Manual</i> pages T42–T44, T55–T57, T60–T62

**A Correlation of ReadyGEN, Grade 4
To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

EQUIP Rubric for Lessons & Units ELA/Literacy	ReadyGEN, ©2016 Grade 4
<p><i>A unit or longer lesson should:</i></p>	
<ul style="list-style-type: none"> • Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. 	<p>At all grade levels, <i>ReadyGEN</i> follows a Read Aloud Routine, a Shared Reading/Read Together Routine, or an Independent Reading Routine for the First Read to ensure that students first comprehend the text, and second, further evaluate and interpret the text. See the Read Aloud Routine in Build Understanding: Read at the beginning of each lesson of all grade levels. Only after this careful comprehension occurs are students asked to provide further evaluation or interpretation through Close Read and Text Talk questions and other weekly assessments. See the following examples: Grade 4 Teacher’s Guide Module A Units 1–4 pages 12, 22, 102; Module B Units 1–4 pages 233–234, 293–294, 353–354.</p> <p>A comprehensive assessment system includes formative and summative opportunities. The <i>ReadyGEN Assessment</i> offerings include Progress Monitoring and Formative Assessment (included at point of use in the Teacher’s Editions), Performance Tasks based on the anchor texts and supporting texts (included in the Teacher’s Editions), and End-of-Unit Assessments.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> • Grade 4 Teacher’s Guide Module A Unit 1 pages 56–57, 71, 131, Unit 3 pages 31, 41, 86–87, Unit 4 pages 71, 101, 146–147; Module B Unit 1 pages 231, 246–247, 281, Unit 3 pages 241, 256–257, 341, Unit 4 pages 276–277, 331, 351 • Grade 4 Teacher’s Guide Assessment Overview Units 1–4 pages xvi–xvii • Grade 4 Teacher’s Guide Module A Units 1–4 pages 192–199; Module B Units 1–4 pages 392–399 • Grade 4 <i>Assessment Book Teacher’s Manual</i> pages T29–T30, T41–T45, T55–T57, T60–T62, T70–T72