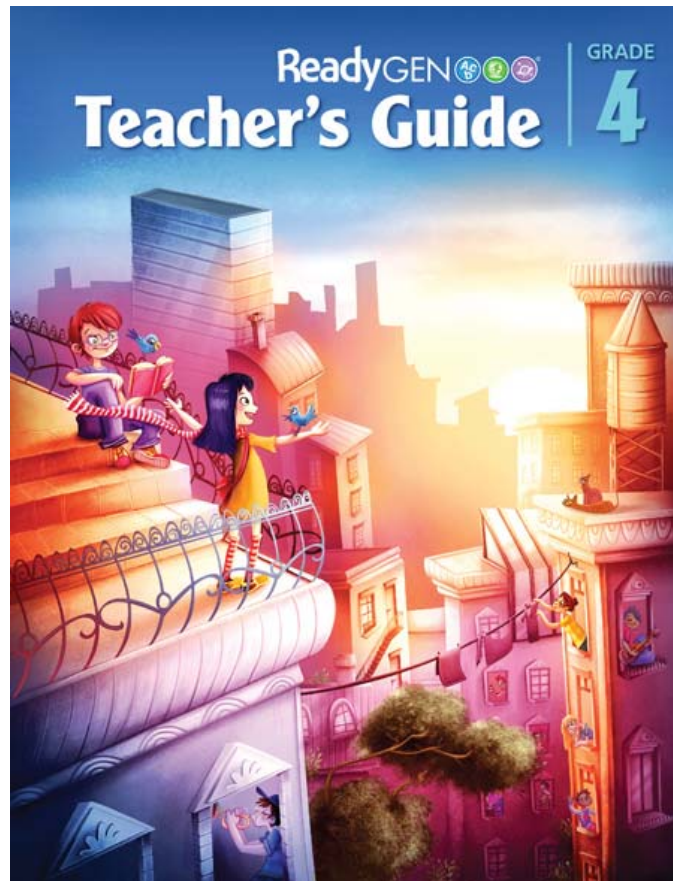


A Correlation of



©2016

To the

South Carolina

**College and Career Ready Standards
for English Language Arts**

Grade 4

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Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *South Carolina College and Career Ready 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 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

AUTHENTIC TEXT AT THE CORE OF INSTRUCTION

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

BUILT WITH THE RESULTS IN MIND

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

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

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

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To the South Carolina College- and Career-Ready Standards for
English Language Arts**

Table of Contents

Inquiry-Based Literacy Standards (I)	4
Reading –Literary Text (RL)	5
Reading –Informational Text (RI)	14
Writing (W)	21
Language (L)	25
Communication (C)	31

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To the South Carolina College- and Career-Ready Standards for
English Language Arts**

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GRADE FOUR	
Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	TG U1: 38, 39, 40, 108, 109, 110, 192, 258, 259, 260, 392 TG U3: 40, 219, 239, 249, 259, 278, 279, 280, 288, 289, 290, 298, 299, 309, 310, 318, 319 TG U4: 58, 59, 60, 239, 258, 259, 318, 319, 320
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	TG U1: 38, 39, 40, 108, 109, 110, 192, 258, 259, 260, 392 TG U3: 40, 219, 239, 249, 259, 278, 279, 280, 288, 289, 290, 298, 299, 309, 310, 318, 319 TG U4: 58, 59, 60, 239, 258, 259, 318, 319, 320
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	TG U1: 108, 109, 110, 258, 259, 260 TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 290, 298, 299, 300, 309, 310, 318, 319, 340, 350, 360, 370, 380, 394 TG U4: 18, 19, 20, 60, 239, 249, 258, 259, 278, 279, 298, 299, 318, 319, 320, 349, 359, 360
Standard 4: Synthesize information to share learning and/or take action.	
4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	TG U1: 108, 109, 110, 258, 259, 260 TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 290, 298, 299, 300, 309, 310, 318, 319, 340, 350, 360, 370, 380, 394 TG U4: 18, 19, 20, 60, 239, 249, 258, 259, 278, 279, 298, 299, 318, 319, 320, 349, 359, 360
4.2 Reflect on findings to build deeper understanding and determine next steps.	TG U1: 38, 39, 40, 108, 109, 110, 192, 258, 259, 260, 392 TG U3: 40, 219, 239, 249, 259, 278, 279, 280, 288, 289, 290, 298, 299, 309, 310, 318, 319 TG U4: 58, 59, 60, 239, 258, 259, 318, 319, 320

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English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	TG U1: 40, 110, 192, 258, 260, 392 TG U3: 40, 220, 240, 250, 260, 280, 290, 300, 310, 320 TG U4: 60, 240, 260, 320
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1 Acknowledge and value individual and collective thinking.	TG U1: 108, 109, 110, 258, 259, 260 TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 290, 298, 299, 300, 309, 310, 318, 319, 340, 350, 360, 370, 380, 394 TG U4: 18, 19, 20, 60, 239, 249, 258, 259, 278, 279, 298, 299, 318, 319, 320, 349, 359, 360
5.2 Employ past learning to monitor and assess current learning to guide inquiry.	Supporting Content: TG U1: 108, 109, 110, 258, 259, 260 TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 290, 298, 299, 300, 309, 310, 318, 319, 340, 350, 360, 370, 380, 394 TG U4: 18, 19, 20, 60, 239, 249, 258, 259, 278, 279, 298, 299, 318, 319, 320, 349, 359, 360
5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.	TG U1: 108, 109, 110, 258, 259, 260 TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 290, 298, 299, 300, 309, 310, 318, 319, 340, 350, 360, 370, 380, 394 TG U4: 18, 19, 20, 60, 239, 249, 258, 259, 278, 279, 298, 299, 318, 319, 320, 349, 359, 360
Reading –Literary Text (RL)	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
<i>1.1 Students are expected to build upon and continue applying previous learning. Grade 1 Recognize the distinguishing features of a sentence.</i>	<i>1.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
<i>1.2 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.</i>	<i>1.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>

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<p>1.3 Students are expected to build upon and continue applying previous learning. Kindergarten Understand that words are separated by spaces in print.</p>	<p>1.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>1.4 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>1.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
<p>2.1 Students are expected to build upon and continue applying previous learning. Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>2.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.2 Students are expected to build upon and continue applying previous learning. Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>	<p>2.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.3 Students are expected to build upon and continue applying previous learning. Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>	<p>2.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.4 Students are expected to build upon and continue applying previous learning. Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</p>	<p>2.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	<p>2.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>

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English Language Arts**

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Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, FS2-FS4, FS5-FS7, FS11-FS13</p> <p>TG U2: 12, 22, 32, 42, 52, 112, 122, 132, 142, 152, 162, 382, 392, FS2-FS4, FS8-FS10, FS14-FS16, FS17, FS19, FS23-25</p> <p>TG U3: 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 382, FS6-FS7, FS8-FS9, FS10, FS11-FS13, FS19, FS20, FS23-FS25</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 212, 222, 232, 242, 252, 353, 362, 372, 382, FS2-FS4, FS5-FS7, FS14-FS16, FS24</p>
3.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use knowledge of how syllables work to read multisyllabic words.	<i>3.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
3.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	<i>3.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
3.4 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use and apply knowledge of vowel diphthongs.	<i>3.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
3.5 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use and apply knowledge of how inflectional endings change words.	<i>3.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
3.6 <i>Students are expected to build upon and continue applying previous learning.</i>	<i>3.6 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>

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English Language Arts**

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Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
<p>4.1 Students are expected to build upon and continue applying previous learning. Grade 2 Read grade-level text with purpose and understanding.</p>	<p>4.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>4.2 Students are expected to build upon and continue applying previous learning.</p>	<p>4.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>4.3 Students are expected to build upon and continue applying previous learning. Grade 1 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4.3 Students are expected to build upon and continue applying previous learning.</p>
Meaning and Context (MC)	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
<p>5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p>	<p>TG U1: 13, 16, 23, 33, 43, 53, 63, 73, 83, 163, 167, 173, 183 TG U2: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 213, 223, 243, 253, 263, 363, 373, 383 TG U3: 72, 73, 74, 75, 76, 77, 82, 83, 92, 93, 102, 103, 104, 106, 107, 173, 182, 183, 292, 293, 302, 303, 304, 312, 313, 374, 375, 376, 377 TG U4: 13, 23, 33, 36, 37, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 136, 137, 143, 153, 163, 173, 293, 303, 313, 323, 333, 373, 383</p>
<p>5.2 Students are expected to build upon and continue applying previous learning. Grade 2 Make predictions before and during reading; confirm or modify thinking.</p>	<p>5.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>

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English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
Standard 6: Summarize key details and ideas to support analysis of thematic development.	
6.1 Determine the development of a theme within a text; summarize using key details.	TG U1: 12, 52 TG U2: 42, 43, 46, 47, 82, 83, 84, 85, 86, 87, 92, 93, 122, 123, 153, 156, 162, 163, 165, 216, 332, 372, 374, 376, 377 TG U4: 17, 52, 53, 54, 56, 57, 92, 93, 94, 95, 96, 97, 152, 153, 182, 183, 184, 186, 187, 312, 313, 314, 315, 316, 317, 372, 373, 374, 375
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Explore similarities and differences among textual, dramatic, visual, or oral presentations.	TG U3: 184, 186, 187, 313, 384, 386 TG U4: 24, 25, 26, 27, 372, 373
7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media.	TG U2: 172, 173, 175, 176, 177, 183, 372, 374, 375, 377, 382, 383, 387 TG U3: 132, 133, 162, 167, 172, 173, 174, 177, 182, 183, 184, 185, 186, 314, 316, 317, 372, 373, 382, 383, 384, 385, 386, 387 TG U4: 174, 176, 177, 382, 383, 384, 385, 386, 387
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 Use text evidence to:	
a. explain how conflicts cause the characters to change or revise plans while moving toward resolution; and	TG U1: 12-13, 14, 16, 17, 22-23, 24, 26, 27 TG U2: 102-103, 104, 106, 107, 142-143, 144, 146, 147, 162-163, 164, 166, 167, 212-213, 214, 216, 217 TG U3: 112-113, 114, 116, 117, 302-303, 304, 306, 307 TG U4: 28-30, 292-293, 294, 296, 297
b. explain the influence of cultural, historical, and social context on characters, setting, and plot development.	TG U1: 12-13, 14, 16, 17, 32-33, 34 TG U2: 52-53, 54, 56, 57, 132-133, 134, 136, 137 TG U3: 142-143, 152-153, 154, 156, 157 TG U4: 12-13, 14, 16, 17

**A Correlation of ReadyGEN ©2016, Grade 4
To the South Carolina College- and Career-Ready Standards for
English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
Language, Craft, and Structure (LCS)	
Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
9.1 Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.	TG U1: 63, 83 TG U2: 87, 94, 95, 96, 97, 98, 100, 103, 118, 123, 124, 126, 127, 133, 143, 183, TR49 TG U3: 73, 103 TG U4: 33, 53, 67, 83, 97, 323, 373, TR55
9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	TG U1: 72-73, 74, 76, 77, 82-83, 84, 86, 87, 182-183, 184, 186, 187 TG U2: 12-13, 14, 16-17, 62-63, 64, 66, 67, 112-113, 114, 116, 117, 132-133, 134, 222-223, 224, 226, 227, 252-253, 254, 256, 257, 362-363, 364, 366, 367 TG U3: 82-83, 84, 86, 87, 102-103, 104, 106, 107, 292-293, 294, 296, 297 TG U4: 22-23, 24, 26, 27, 32-33, 34, 62-63, 64, 66, 67, 82-83, 84, 86, 87, 122-123, 124, 126, 127, 302-303, 304, 306, 307
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
10.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.	TG U1: 14, 24, 34, 44, 45, 46, 47, 54, 64, 74, 84 TG U2: 93, 113, 162, 172, 182, FS11–FS13 TG U3: 144, 145, 146, 147, 153, 163, 373, 383 TG U4: 154, 155, 156, 157, 243, 312, 323, 383
10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	TG U1: FS10 TG U2: 12, 22, 32, 42, 52, 212, 222, 232, 242, 252, FS2–FS4, FS14–FS16 TG U3: 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 362, 372, 382, FS6–FS7, FS8–FS10, FS11–FS13, FS23–FS25 TG U4: 362, 372, 382, FS5–FS7, FS24
10.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.	10.3 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>

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English Language Arts**

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10.4 <i>Students are expected to continue to build upon concepts learned previously.</i> Grade 2 Use the meanings of individual words to predict the meaning of compound words	10.4 <i>Students are expected to continue to build upon concepts learned previously according to the South Carolina English Language Arts Standards.</i>
10.5 <i>Students are expected to build upon and continue applying previous learning.</i>	10.5 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	TG U1: 23, 43, 64, 73, 74, 83, 84, 164, 184, 186, TR28 TG U2: 54, 64, 74, 84, 94, 114, 124, 134, 144, 154, 164, 174, 184, 224, 225, 234, 244, 254, 264, 294, 364, FS19, TR28 TG U3: 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 294, 297, 304, 314, TR28 TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 114, 124, 134, 144, 154, 164, 174, 184, 292, 293, 294, 302, 304, 306, 307, TR28
Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.	
11.1 Compare and contrast first and third person points of view; determine how an author’s choice of point of view influences the content and meaning.	TG U1: 32, 33, 34, 35 TG U2: 32, 33, 34, 35, 176 TG U3: 143 TG U4: 23, 63, 144, 145, 146, 147, 324, 326, 327
11.2 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	11.2 <i>Students are expected to build upon and continue applying concepts learned previously according to the South Carolina English Language Arts Standards.</i>
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	TG U1: 222, 242, 262 TG U2: 39, 45 TG U3: 72, 92, 94, 95, 96, 97, 112, 113, 114, 115, 116, 117, 122, 123, 142, 143, 152, 153, 212, 282 TG U4: 142, 272, 342, 352

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English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
12.2 Determine characteristics of crafted text structures and describe why an author uses these structure.	<p>TG U1: 222, 242, 262 TG U2: 39, 45 TG U3: 72, 92, 94, 95, 96, 97, 112, 113, 114, 115, 116, 117, 122, 123, 142, 143, 152, 153, 212, 282 TG U4: 142, 272, 342, 352</p>
<p>Range and Complexity (RC) Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>	
13.1 Engage in whole and small group reading with purpose and understanding.	<p>TG U1: 12, 16, 17, 22, 26, 27, 32, 36, 37, 42, 46, 47, 52, 62, 66, 67, 72, 76, 77, 82, 86, 87, 172, 176, 177, 182, 186, 187, 222, 226, 227, 242, 246, 247, 262, 266, 267 TG U2: 12, 16, 17, 22, 26, 27, 32, 36, 37, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 136, 137, 142, 146, 147, 152, 156, 157, 162, 166, 167, 172, 176, 177, 182, 186, 187, 212, 216, 217, 222, 226, 227, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 362, 366, 367, 372, 376, 377, 382, 386, 387 TG U3: 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 136, 137, 142, 146, 147, 152, 156, 157, 162, 166, 167, 172, 176, 177, 182, 186, 187, 292, 296, 297, 302, 306, 307, 312, 316, 317, 372, 376, 377, 382, 386, 387 TG U4: 12, 16, 17, 22, 26, 27, 32, 36, 37, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 136, 137, 142, 146, 147, 152, 156, 157, 162, 166, 167, 172, 176, 177, 182, 186, 187, 292, 296, 297, 302, 306, 307, 312, 316, 317, 322, 326, 327, 332, 336, 337, 372, 376, 377, 382, 386, 387</p>

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English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
13.2 Read independently for sustained periods of time to build stamina.	<p>TG U1: 15, 25, 35, 45, 55, 65, 75, 85, 175, 185, 225, 245, 265</p> <p>TG U2: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 365, 375, 385</p> <p>TG U3: 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 295, 305, 315, 375, 385</p> <p>TG U4: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 295, 305, 315, 325, 335, 375, 385</p>
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	<p>TG U1: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 72, 82, 172, 182, 183, 184, 222, 223, 224, 242, 243, 244, 262, 263, 264</p> <p>TG U2: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 142, 143, 144, 152, 153, 154, 162, 163, 164, 172, 173, 174, 182, 183, 184, 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 362, 363, 364, 372, 373, 374, 382, 383, 384</p> <p>TG U3: 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 142, 143, 144, 152, 153, 154, 162, 163, 164, 172, 173, 174, 182, 183, 184, 292, 293, 294, 302, 303, 304, 312, 313, 314, 372, 373, 374, 382, 383, 384</p> <p>TG U4: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 142, 143, 144, 152, 153, 154, 162, 163, 164, 172, 173, 174, 182, 183, 184, 292, 293, 294, 302, 303, 304, 312, 313, 314, 322, 323, 324, 332, 332, 333, 372, 373, 374, 382, 383, 384</p>

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To the South Carolina College- and Career-Ready Standards for
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Reading –Informational Text (RI)	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
<p>1.1 Students are expected to build upon and continue applying previous learning. Grade 1 Recognize the distinguishing features of a sentence.</p>	<p>1.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>1.2 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>1.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>1.3 Students are expected to build upon and continue applying previous learning. Kindergarten Understand that words are separated by spaces in print.</p>	<p>1.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>1.4 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>1.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
<p>2.1 Students are expected to build upon and continue applying previous learning. Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>2.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.2 Students are expected to build upon and continue applying previous learning. Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>	<p>2.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.3 Students are expected to build upon and continue applying previous learning. Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>	<p>2.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>

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English Language Arts**

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<p>2.4 Students are expected to build upon and continue applying previous learning. Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</p>	<p>2.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	<p>2.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</p>	<p>TG U1: 92, 102, 112, 122, 132, 142, 152, 372, 382, FS7, FS8-FS10, FS14-FS16, FS20-FS25 TG U2: 382, 392, FS18, FS19, FS20-FS22, FS23-FS25 TG U3: 62, 132, 162, 172, 182, 382, FS5, FS10, FS11-FS13, FS14-FS16, FS17-FS18, FS19, FS20-FS22, FS23-FS25 TG U4: 212, 222, 232, 242, 252, 353, 362, 382, FS14-FS16, FS23, FS25</p>
<p>3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.</p>	<p>3.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>	<p>3.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.</p>	<p>3.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.</p>	<p>3.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>

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To the South Carolina College- and Career-Ready Standards for
English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
<i>3.6 Students are expected to build upon and continue applying previous learning.</i>	<i>3.6 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
<i>4.1 Students are expected to build upon and continue applying previous learning. Grade 1 Read grade-level text with purpose and understanding.</i>	<i>4.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
<i>4.2 Students are expected to build upon and continue applying previous learning.</i>	<i>4.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
<i>4.3 Students are expected to build upon and continue applying previous learning. Grade 1 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i>	<i>4.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
Meaning and Context (MC)	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
<i>5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</i>	TG U1: 93, 103, 113, 123, 133, 136, 137, 143, 153, 163, 173, 183, 213, 223, 233, 236, 237, 243, 263, 273, 283, 293, 303, 313, 323, 333, 336 TG U2: 136, 137, 272, 273, 282, 283, 292, 293, 302, 303, 312, 313, 322, 323, 332, 333, 336, 337, 342, 343, 352, 353, 362, 363, 382, 383, 384 TG U3: 13, 23, 33, 34, 35, 36, 37, 43, 53, 63, 132, 133, 162, 163, 172, 323, 324, 325, 326, 327, 342, 343, 352, 353, 362, 363, 372, 373, 382, 383 TG U4: 213, 223, 233, 236, 237, 243, 244, 245, 246, 247, 252, 253, 263, 273, 283, 284, 286, 287, 336, 337, 342, 343, 344, 345, 346, 347
<i>5.2 Students are expected to build upon and continue applying previous learning. Grade 2 Make predictions before and during reading; confirm or modify thinking.</i>	<i>5.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>

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English Language Arts**

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Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 Summarize multi-paragraph texts using key details to support the central idea.	TG U1: 144, 146, 214, 216, 282, 283 TG U2: 274, 276, 304, 323, 324, 325, 326, 327, 344 TG U3: 11, 162, 163, 164, 165, 166, 167, 242, 243, 244, 246, 247 TG U4: 214, 224, 264, 282, 283, 284, 285, 286, 287
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.	TG U1: 363, 367 TG U3: 172, 173, 174, 176, 312, 313, 314, 315, 316, 317, 332, 333, 334, 362, 363
Language, Craft, and Structure (LCS)	
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
8.1 Determine how the author uses words and phrases to shape and clarify meaning.	TG U1: 232-233, 234, 252-253, 254, 256, 257, 312-313, 314, 316, 317, 332-333, 334, 362-363, 364, 366, 367, 382-383, 384, 386, 387 TG U2: 292-293, 294, 296, 297, 362-363, 364, 366, 367 TG U3: 52-53, 54, 56, 57, 62-63, 64, 66, 67, 132-133, 134, 272-273, 274, 276, 277, 362-363, 364, 366, 367 TG U4: 232-233, 234, 252-253, 254, 256, 257
8.2 Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.	TG U1: 82, 222, 224, 226, 262, 274, 293, 294, 295, 296, 297, 302, 308, 309, 312, 322, 386, 394, TR58 TG U2: 312, TR58 TG U3: 22, 33, 62, 214, 218, 228, 242, 244, 248, 253, 263, 272, 273, 282, 287, 299, 328, 332, 362, 397, TR58 TG U4: 174, 213, 214, 216, 222, 237, 262, 348, TR58

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To the South Carolina College- and Career-Ready Standards for
English Language Arts**

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Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
9.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.	TG U1: 94, 104, 114, 124, 294, 304, 314, 324, 334, 344, 354, 363, 364, 374, 384 TG U3: 163, 254, 255, 256, 257, 343, 353, 373, 383 TG U4: 213, 223, 243, 263, 273, 383
9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	TG U1: FS8–FS9, FS10, FS14–FS16, FS20–FS25 TG U2: 312, 322, 332, 342, 352, FS20–FS22 TG U3: 62, 132, 162, 172, 182, 212, 222, 232, 242, 252, 362, 372, 382, FS5, FS10, FS11–FS13, FS14–FS16, FS23–FS25 TG U4: 212, 222, 232, 242, 252, 362, 382, FS14–FS16, FS23, FS25
9.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.	9.3 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
9.4 <i>Students are expected to build upon and continue applying previous learning.</i>	9.4 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	TG U1: 23, 43, 64, 73, 74, 83, 84, 164, 184, 186, TR28 TG U2: 54, 64, 74, 84, 94, 114, 124, 134, 144, 154, 164, 174, 184, 224, 234, 244, 254, 264, 294, 364, TR28 TG U3: 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 294, 304, 314, TR28 TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 114, 124, 134, 144, 154, 164, 174, 184, 292, 293, 294, 357, TR28

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To the South Carolina College- and Career-Ready Standards for
English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	
10.1 Identify and describe the difference between a primary and secondary account of the same event or topic.	TG U1: 363, 367 TG U3: 172, 173, 174, 176, 312, 313, 314, 315, 316, 317, 332, 333, 334, 362, 363
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 Apply knowledge of text structures to describe how structures contribute to meaning.	TG U1: 103, 105, 106, 107, 153, 154, 155, 156, 157, 223, 225, 226, 227, 264, 265, 266, 267, 283, 284, 285, 286, 287, 293, 323, 352, 354 TG U2: 312, 314, 315, 316, 317 TG U3: 13, 14, 15, 16, 17, 37, 44, 45, 46, 47, 62, 174, 176, 177, 262, 263, 264, 265, 266, 267, 312, 313, 316, 322, 342, 352, 353, 354, 355
11.2 Explain how an author uses reasons and evidence to support particular points.	TG U1: 96, 97, 164, 165, 166, 167, 303, 305, 332, 333 TG U2: 352, 353, 356, 357, 363 TG U3: 36, 136, 263, 282, 283 TG U4: 212, 213, 214, 222, 223, 224, 225, 232, 233, 242, 243, 253, 262, 263, 264, 265, 267, 272, 273

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English Language Arts**

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Range and Complexity Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	
12.1 Engage in whole and small group reading with purpose and understanding.	<p>TG U1: 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 136, 137, 142, 146, 147, 152, 156, 157, 162, 166, 167, 172, 176, 177, 182, 186, 187, 212, 216, 217, 222, 226, 227, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277, 282, 286, 287, 292, 296, 297, 302, 306, 307, 312, 316, 317, 322, 326, 327, 332, 336, 337, 342, 346, 347, 352, 356, 357, 362, 366, 367, 372, 376, 377, 382, 386, 387</p> <p>TG U2: 272, 276, 277, 282, 286, 287, 292, 296, 297, 302, 306, 307, 312, 316, 317, 322, 326, 327, 332, 336, 337, 342, 346, 347, 352, 356, 357, 382, 386, 387</p> <p>TG U3: 12, 16, 17, 22, 26, 27, 32, 36, 37, 42, 46, 47, 52, 56, 57, 62, 66, 67, 162, 166, 167, 172, 176, 177, 182, 186, 187, 212, 216, 217, 222, 226, 227, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277, 282, 286, 287, 322, 326, 327, 332, 336, 337, 342, 346, 347, 352, 356, 357, 362, 366, 367, 372, 376, 377, 382, 386, 387</p> <p>TG U4: 212, 216, 217, 222, 226, 227, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277, 282, 286, 287, 342, 346, 347, 352, 356, 357, 362, 366, 367, 382, 386, 387</p>
12.2 Read independently for sustained periods of time.	<p>TG U1: 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U2: 275, 285, 295, 305, 315, 325, 335, 345, 355, 385</p> <p>TG U3: 15, 25, 35, 45, 55, 65, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U4: 215, 225, 235, 245, 255, 265, 275, 285, 345, 355, 365, 385</p>

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English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	<p>TG U1: 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 142, 143, 144, 152, 153, 154, 162, 163, 164, 172, 173, 174, 182, 183, 184, 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284, 292, 293, 294, 302, 303, 304, 312, 313, 314, 322, 323, 324, 332, 333, 334, 342, 343, 344, 352, 353, 354, 362, 363, 364, 372, 373, 374, 382, 383, 384</p> <p>TG U2: 272, 273, 274, 282, 283, 284, 292, 293, 294, 302, 303, 304, 312, 313, 314, 322, 323, 324, 332, 333, 334, 342, 343, 344, 352, 353, 354, 382, 383, 384</p> <p>TG U3: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 162, 163, 164, 172, 173, 174, 182, 183, 184, 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284, 322, 323, 324, 332, 333, 334, 342, 343, 344, 352, 353, 354, 362, 363, 364, 372, 373, 374, 382, 383, 384</p> <p>TG U4: 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284, 342, 343, 344, 352, 353, 354, 362, 363, 364, 382, 383, 384</p>
Writing (W)	
Meaning, Context, and Craft (MCC)	
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.	
1.1 Write opinion pieces that:	
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;	<p>TG U2: 218, 219, 220, 238, 239, 240, 248, 249, 250, 280, 338, 339, 340, 350</p> <p>TG U3: 18, 19, 20, 48, 49, 50, 58, 59, 60, 88, 89, 90, 128, 129, 130, 192, 193, 194, 195, 196</p> <p>TG U4: 228, 229, 230, 238, 239, 240, 260, 268, 269, 270, 280, 288, 289, 290, 308, 309, 310, 349, 350, 359, 360, 368, 369, 370, 392</p>
b. use information from multiple print and multimedia sources;	<p>TG U2: 230, 270</p> <p>TG U3: 38, 39, 40</p> <p>TG U4: 238, 239, 240, 259, 260, 269, 278, 279, 280, 318, 319, 320, 349</p>

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English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
c. provide reasons supported by facts and details;	<p>TG U1: 37</p> <p>TG U2: 218, 219, 220, 230, 238, 248, 249, 250, 268, 269, 270, 278, 279, 280, 308, 309, 310, 318, 319, 320, 348, 349, 350, 392, 396</p> <p>TG U3: 18, 19, 20, 28, 29, 30, 38, 39, 40, 68, 69, 70, 98, 99, 100, 108, 109, 110, 118, 119, 120, 192, 193, 194</p> <p>TG U4: 238, 239, 240, 258, 259, 260, 268, 270, 278, 279, 280, 288, 289, 290, 299, 328, 329, 330, 350, 360, 368, 369, 370, 392</p>
d. use transitional words or phrases to connect opinions and reasons;	<p>TG U2: 298, 299, 300, 358, 359, 360</p> <p>TG U3: 68, 69, 70, 168, 169, 170, 192, 196</p> <p>TG U4: 228, 230, 298, 299, 300, 368, 369, 370, 392</p>
e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	<p>TG U2: 218, 219, 220, 221, 228, 229, 230, 231, 238, 239, 240, 241, 248, 249, 250, 251, 258, 259, 260, 268, 269, 270, 271, 278, 279, 280, 281, 288, 289, 290, 291, 298, 299</p> <p>TG U3: 18, 19, 20, 21, 28, 29, 30, 31, 38, 39, 40, 41, 48, 49, 50, 51, 58, 59, 60, 61, 68, 69, 70, 71, 78, 79, 80, 81, 88, 89, 90, 91, 98, 99, 100, 101, 108, 109, 110, 111, 118, 119, 120, 121</p> <p>TG U4: 218, 219, 220, 221, 228, 229, 230, 231, 238, 239, 240, 241, 248, 249, 250, 251, 258, 259, 260, 261, 268, 269, 270, 271, 278, 279, 280, 281, 288, 289, 290, 291, 298, 299</p>
f. use paraphrasing, quotations, and original language to avoid plagiarism; and	<p>TG U2: 228, 229, 230, 258, 259, 260, 268-270, 278-280, 320, 329</p> <p>TG U3: 88-90</p> <p>TG U4: 230, 280, 319, 329, 330</p>
g. provide a concluding statement or section related to the opinion presented.	<p>TG U2: 368, 369, 370, 392, 396</p> <p>TG U3: 100, 128, 148, 149, 150, 158, 159, 160, 192, 196</p> <p>TG U4: 279, 280, 288, 289, 290, 338, 339, 340, 369, 370, 392</p>

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To the South Carolina College- and Career-Ready Standards for
English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
2.1 Write informative/explanatory texts that:	
a. introduce a topic clearly;	TG U1: 38, 39, 40, 58, 59, 60, 138, 139, 140, 188, 189, 190, 192, 378,379, 380, 392 TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250,258, 259, 260, 278, 279, 280, 288, 289, 290, 308, 309, 310, 318, 319
b. use information from multiple print and multimedia sources;	TG U1: 38, 39, 40, 59, 60, 78, 79, 80, 108, 109, 110, 129, 130, 193, 194, 211, 258, 259, 260, 288, 289, 290, 328, 329, 330, 393, 394 TG U3: 211, 218, 219, 220, 239, 240, 248, 249, 250, 259, 260, 268, 269, 270, 278, 279, 280, 288, 289, 290, 299, 300, 309, 310, 318, 319, 320, 338, 339, 340, 394
c. group related information in paragraphs and sections;	TG U1: 18, 19, 20, 68, 69, 70, 118, 119, 120, 218, 219, 220, 228, 229, 230, 278, 279, 280, 288, 289, 290 TG U3: 218, 219, 220, 238, 239, 240, 268, 269, 270, 348, 349, 350, 392
d. include formatting, illustrations, and multimedia to aid comprehension;	TG U1: 28, 29, 30, 88, 89, 90, 248, 249, 250, TG U3: 228, 229, 230, 392, 394
e. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;	TG U1: 48, 49, 50, 78, 79, 80, 138, 139, 140, 268, 269, 270 TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 268, 269, 270, 278, 279, 280, 288, 289, 290, 318, 319, 320, 328, 329
f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	TG U1: 38, 39, 40, 41, 58, 59, 60, 61, 138, 139, 140, 141, 188, 189, 190, 191, 192, 378, 379, 380, 381, 392 TG U3: 218, 219, 220, 221, 228, 229, 230, 231, 238, 239, 240, 241, 248, 249, 250, 251, 258, 259, 260, 261, 278, 279, 280, 281, 288, 289, 290, 291, 308, 309, 310, 311, 318, 319, 320, 321

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English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
g. use paraphrasing, quotations, and original language to avoid plagiarism;	TG U1: 78, 79, 80, 129, 258, 259, 260, 328, 329, 330 TG U3: 239, 240, 248, 249, 250, 269, 288, 289, 290, 299, 300, 309
h. link ideas within categories of information using words and phrases;	TG U1: 158, 159, 160, 238, 239, 240 TG U3: 308, 309, 310, 392, 394, 396
i. use precise language and domain-specific vocabulary to inform or explain the topic;	TG U1: 98, 99, 100, 298, 299, 300, 318, 319, 320 TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 258, 259, 260, 298, 299, 300, 368, 369, 370, 392, 394, 396
j. develop a style and tone authentic to the purpose; and	TG U1: 28-30, 38-40, 118-120, 178-180, 192, 196, 228-230, 378-380, 392, 396 TG U3: 328-330, 338-340, 389, 396
k. provide a concluding statement or section related to the information or explanation presented.	TG U1: 168, 169, 170, 192, 388, 389, 390, 392 TG U3: 358, 359, 360, 392, 396
Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	
3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:	
a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;	TG U2: 18, 19, 20, 28, 29, 30, 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 88, 89, 90, 108, 109, 110, 118, 119, 120, 128, 129, 130, 192, 193, 194, 195, 196, 197, 198, 199 TG U4: 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 88, 89, 90, 98, 99, 100, 108, 109, 110, 118, 119, 120, 128, 129, 130, 138, 139, 140, 148, 149, 150, 158, 159, 160
b. orient the reader by establishing a situation and introducing a narrator and/or characters;	TG U2: 18, 19, 20, 58, 59, 60, 130, 138, 139, 140, 158, 159, 160 TG U4: 18, 19, 20, 28, 29, 30, 128, 129, 130, 138, 139, 140, 192, 193, 196
c. organize an event sequence that unfolds naturally;	TG U2: 18, 19, 20, 58, 59, 60, 130, 138, 139, 140, 158, 159, 160 TG U4: 18, 19, 20, 28, 29, 30, 128, 129, 130, 138, 139, 140, 192, 193, 196

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English Language Arts**

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d. use dialogue and description to develop experiences and events or show the responses of characters to situations;	TG U2: 28, 29, 30, 38, 39, 40, 58, 59, 60, 108, 109, 110, 118, 119, 120, 148, 149, 150, 192, 196 TG U4: 38, 39, 40, 59, 60, 68, 69, 70, 98, 99, 100, 192
e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	TG U2: 18, 19, 20, 21, 28, 29, 30, 31, 48, 49, 50, 51, 58, 59, 60, 61, 68, 69, 70, 71, 78, 79, 80, 81, 88, 89, 90, 91, 108, 109, 110, 111, 118, 119, 120, 121, 128, 129, 130, 131, 192, 193, 194, 195, 196, 197, 198, 199 TG U4: 18, 19, 20, 21, 28, 29, 30, 31, 38, 39, 40, 41, 48, 49, 50, 51, 58, 59, 60, 61, 68, 69, 70, 71, 78, 79, 80, 81, 88, 89, 90, 91, 98, 99, 100, 101, 108, 109, 110, 111, 118, 119, 120, 121, 128, 129, 130, 131, 138, 139, 140, 141, 148, 149, 150, 151, 158, 159, 160, 161
f. use a variety of transitional words and phrases to manage the sequence of events;	TG U2: 28, 88, 89, 90, 158, 159, 160, 178, 179, 180 TG U4: 78, 79, 80, 120, 148, 149, 150, 192, 196
g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and	TG U2: 28, 68, 69, 70, 78, 79, 80, 98, 99, 100, 192 TG U4: 48, 49, 50, 60, 68, 69, 70, 88, 89, 90, 108, 109, 110, 192, 196
h. provide a conclusion that follows from the narrated experiences or events.	TG U2: 28, 129, 130, 168, 169, 170 TG U4: 100, 119, 120, 158, 159, 160, 192, 196
Language (L)	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	
4.1 When writing:	
a. use relative pronouns and relative adverbs;	TG U1: 41, 61 TG U2: 120, 121 TG U3: 40, 41, 170, 171, 230, 231, 240, 241, 250, 251 TG U4: 40, 41, 150, 151, 220, 221, 240, 241, 260, 261, 370, 371

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English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
b. form and use the progressive verb tenses;	TG U1: 91, 351 TG U2: 140, 141, 160, 161, 350, 351 TG U3: 20, 21, 140, 141, 300, 301, 370, 371 TG U4: 90, 91, 250, 251, 320, 321
c. use modal auxiliaries to convey various conditions;	TG U1: 101, 151, 321, 361 TG U3: 30, 31, 90, 91, 260, 261, 320, 321 TG U4: 110, 111, 300, 301, 330, 331
d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense;	TG U1: 91, 101, 151, 321, 351, 361 TG U2: 140, 141, 160, 161, 350, 351 TG U3: 20, 21, 30, 31, 90, 91, 140, 141, 260, 261, 300, 301, 320, 321, 370, 371 TG U4: 90, 91, 110, 111, 250, 251, 300, 301, 320, 321, 330, 331
e. order adjectives within sentences according to conventional patterns;	TG U1: 81 TG U2: 20, 21, 30, 31 TG U3: 60, 61, 110, 111, 130, 131, 340, 341 TG U4: 20, 21, 340, 341, 350, 351
f. explore using prepositional phrases in different positions within a sentence;	TG U1: 131, 331 TG U2: 110, 111 TG U3: 70, 71, 150, 151, 350, 351, 360, 361 TG U4: 80, 81, 290, 291, 390, 391
g. use coordinating and subordinating conjunctions;	TG U1: 61, 231, 291, 301, 311 TG U2: 81, 301, 311, 321, 331, 361 TG U3: 120, 121, 180, 181, 191, 291, 330, 331, 381 TG U4: 101, 140, 141, 171, 180, 270, 271, 274, 277, 381
h. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and	TG U1: 111, 121, 141, 221, 231, 241, 281, 291, 301, 311 TG U2: 70, 71, 80, 81, 100, 101, 300, 301, 320, 321 TG U3: 220, 221, 280, 281, 290, 291 TG U4: 130, 131

**A Correlation of ReadyGEN ©2016, Grade 4
To the South Carolina College- and Career-Ready Standards for
English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
i. use frequently confused homonyms correctly.	<p>TG U3: 101 (homophones)</p> <p>Students can refer to reference materials (e.g. dictionaries, glossaries, thesauruses) for homonym definitions and correct usage.</p> <p>TG U1: 213, 381, FS15, FS17, FS18, FS23–FS25</p> <p>TG U2: 180, 181, 224, 371, 381, 390, 391, FS3, FS6, FS9, FS11–FS14, FS16, FS18, FS19, FS21, FS23</p> <p>TG U3: 63, 64, 292, 311, 312, 322, 343, 352, 370, 392, FS2, FS3, FS6, FS7, FS11–FS24</p> <p>TG U4: 213, 234, 262, 272, 292, 302, 322, 352</p>
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.	<p>TG U1: 160</p> <p>TG U2: 191, 220, 221, 241</p> <p>TG U3: 179, 378</p>
5.2 Use:	
a. apostrophes to form possessives and contractions;	<p>TG U1: 303, 368, 371, 391</p> <p>TG U2: 181</p> <p>TG U3: 101, 178, 378</p> <p>TG U4: 178, 179, 180, 311</p>
b. quotation marks and commas to mark direct speech; and	<p>TG U1: 170, 171</p> <p>TG U2: 170, 171, 272, 281</p> <p>TG U3: 390, 391</p> <p>TG U4: 100, 178, 180, 280, 281, 230, 360, 361</p>
c. commas before a coordinating conjunction in a compound sentence.	<p>TG U1: 111</p> <p>TG U2: 90, 91, 311, 321, 331, 341, 360, 361</p> <p>TG U3: 120, 121, 180, 181, 190, 191, 330, 331, 380, 381</p> <p>TG U4: 40, 140, 141, 180, 181, 270, 271, 380, 381</p>
<i>5.3 Students are expected to build upon and continue applying previous learning.</i>	<i>5.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>

**A Correlation of ReadyGEN ©2016, Grade 4
To the South Carolina College- and Career-Ready Standards for
English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
5.4 Use spelling patterns and generalizations.	TG U1: FS3, FS6, FS15 TG U2: 179, FS6, FS9 TG U3: FS24 TG U4: FS6
<i>5.5 Students are expected to build upon and continue applying previous learning.</i>	<i>5.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
Range and Complexity (RC)	
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	
6.1 Write routinely and persevere in writing tasks:	
a. over short and extended time frames;	TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140, 307, 310, 320, 330, 340, 350, 360, 370, 380, 390 TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 320, 330, 340, 350, 360, 370, 380, 390 TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310 TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310
b. for a range of domain-specific tasks;	TG U1: 38-40, 118-120, 178-180, 188-190, 192-199, 328-330, 378-380, 392-399 TG U2: 28-30, 48-50, 128-130, 138-140, 192-199, 218-220, 348-350, 392-399 TG U3: 18-20, 28-30, 128-130, 188-190, 192-199, 218-220, 388-390, 392-399 TG U4: 18-20, 28-30, 138-140, 188-190, 192-199, 238-240, 358-360, 392-399

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To the South Carolina College- and Career-Ready Standards for
English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
c. for a variety of purposes and audiences; and	<p>TG U1: 28-30, 38-40, 59, 69, 118-120, 178-180, 192, 196, 228-230, 378-380, 392, 396</p> <p>TG U2: 28-30, 48-50, 78-80, 189, 192, 196, 218-220, 278-280, 338-340, 388, 389, 392, 396</p> <p>TG U3: 18-20, 38-40, 49, 68-70, 128-130, 188, 189, 192, 196, 198, 311, 328-330, 338-340, 388, 389, 396</p> <p>TG U4: 78-80, 128-130, 138-140, 188, 189, 192, 196, 218-220, 248-250, 358-360, 388, 389, 392, 396</p>
d. by adjusting the writing process for the task, increasing the length and complexity.	<p>TG U1: 18, 28, 29, 38, 48, 49, 50, 58, 59, 68, 69, 78, 79, 98, 99, 138, 148, 149, 150, 158, 168, 178, 188, 218, 228, 229, 230, 268, 278, 288</p> <p>TG U2: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 198, 218, 228, 238, 248, 258, 259, 268, 278, 288, 308</p> <p>TG U3: 18, 19, 28, 38, 48, 49, 58, 68, 78, 88, 98, 108, 109, 110, 118, 128, 138, 148, 150, 158, 168, 218, 228, 238, 248, 258, 268, 278, 288</p> <p>TG U4: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 198, 218, 228, 238, 248, 258, 259, 268, 278, 288, 308</p>
<p><i>6.2 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 1 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</p>	<p><i>6.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
<p><i>6.3 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 1 Write left to right leaving space between words.</p>	<p><i>6.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>

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English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
6.4 Demonstrate effective keyboarding skills.	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 300, 310, 320, 330, 340, 350, 360, 370, 378, 379, 380, 390</p> <p>TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390, 394, 398</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 330, 340, 350, 360, 370, 380, 390</p> <p>TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390, 394, 398</p>
<p><i>6.5 Students are expected to build upon and continue applying previous learning.6.5 Grade 3 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.</i></p>	<p><i>6.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>

**A Correlation of ReadyGEN ©2016, Grade 4
To the South Carolina College- and Career-Ready Standards for
English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
Communication (C)	
Meaning and Context (MC)	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	
1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints.	<p>TG U1: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 83, 84, 93, 94, 103, 104, 113, 114, 123, 124, 133, 134, 143, 144, 153, 154, 163, 164, 173, 174, 183, 184, 213, 214, 223, 224, 233, 234, 243, 244, 253, 254, 263, 264, 273, 274, 283, 284, 293, 294, 303, 304, 313, 314, 323, 324, 333, 334, 343, 344, 353, 354, 363, 364, 363, 374</p> <p>TG U2: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 83, 84, 93, 94, 103, 104, 113, 114, 123, 124, 133, 134, 143, 144, 153, 154, 163, 164, 173, 174, 183, 184, 213, 214, 223, 224, 233, 234, 243, 244, 253, 254, 263, 264, 273, 274, 283, 284, 293, 294, 303, 304, 313, 314, 323, 324, 333, 334, 343, 344, 353, 354, 363, 364, 363, 374</p> <p>TG U3: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 83, 84, 93, 94, 103, 104, 113, 114, 123, 124, 133, 134, 143, 144, 153, 154, 163, 164, 173, 174, 183, 184, 213, 214, 223, 224, 233, 234, 243, 244, 253, 254, 263, 264, 273, 274, 283, 284, 293, 294, 303, 304, 313, 314, 323, 324, 333, 334, 343, 344, 353, 354, 363, 364, 363, 374</p> <p>TG U4: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 83, 84, 93, 94, 103, 104, 113, 114, 123, 124, 133, 134, 143, 144, 153, 154, 163, 164, 173, 174, 183, 184, 213, 214, 223, 224, 233, 234, 243, 244, 253, 254, 263, 264, 273, 274, 283, 284, 293, 294, 303, 304, 313, 314, 323, 324, 333, 334, 343, 344, 353, 354, 363, 364, 363, 374</p>

**A Correlation of ReadyGEN ©2016, Grade 4
To the South Carolina College- and Career-Ready Standards for
English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
1.2 Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 272, 282, 292, 302</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382</p>
1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.	<p>TG U1: 40, 110, 190, 198, 258, 260, 398</p> <p>TG U2: 190, 198, 398</p> <p>TG U3: 40, 190, 198, 220, 240, 250, 260, 280, 290, 300, 310, 320, 380, 390, 398</p> <p>TG U4: 60, 190, 198, 240, 260, 211, 320, 390, 398</p>
1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 192, 212, 222, 232, 242, 252, 262, 272, 282, 302, 312</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272, 282, 292</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382</p>

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To the South Carolina College- and Career-Ready Standards for
English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	<p>TG U1: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313</p> <p>TG U2: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 323, 333, 343, 353, 363, 373, 383</p> <p>TG U3: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 323, 333, 343, 353, 363, 373, 383, 393</p> <p>TG U4: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313</p>
1.6 <i>This indicator does not begin until English 1.</i> English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	1.6 <i>This indicator does not begin until English 1 according to the South Carolina English Language Arts Standards.</i>
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
2.1 Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.	<p>TG U1: 40, 110, 190, 198, 258, 260, 398</p> <p>TG U2: 190, 198, 398</p> <p>TG U3: 40, 190, 198, 220, 240, 250, 260, 280, 290, 300, 310, 320, 380, 390, 398</p> <p>TG U4: 60, 190, 198, 240, 260, 211, 320, 390, 398</p>
2.2 Discuss the purpose and the credibility of information presented in diverse media and formats.	<p>TG U1: 108-110, 192-199, 258-260,</p> <p>TG U2: 258-260</p> <p>TG U3: 38-40, 218-220, 248-250, 278-280, 308-310, 392-399</p> <p>TG U4: 258-260, 278-280, 318-320</p>
2.3 <i>This indicator does not begin until Grade 6.</i> Grade 6: Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	2.3 <i>This indicator does not begin until Grade 6 according to the South Carolina English Language Arts Standards.</i>

**A Correlation of ReadyGEN ©2016, Grade 4
To the South Carolina College- and Career-Ready Standards for
English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
<p>2.4 Students are expected to build upon and continue applying previous learning. Grade 3 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.</p>	<p>2.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p>	
<p>3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>	<p>TG U1: 132-133, 134, 136, 137, 162-163, 164, 166, 167, 172-173, 174, 176, 177, 182-183, 184, 186, 187, 362-363, 364, 366, 367, 372-373, 374, 376, 377, 382-383, 384, 386, 387 TG U2: 172-173, 174, 176, 177, 182-183, 184, 186, 187, 362-363, 364, 366, 367, 372-373, 374, 376, 377, 382-383, 384, 386, 387 TG U3: 132-133, 134, 136, 137, 162-163, 164, 166, 167, 172-173, 174, 176, 177, 182-183, 184, 186, 187, 362-363, 364, 366, 367, 372-373, 374, 376, 377, 382-383, 384, 386, 387 TG U4: 162-163, 164, 166, 167, 172-173, 174, 176, 177, 182-183, 184, 186, 187, 362-363, 364, 366, 367, 382-383, 384, 386, 387</p>
<p>3.2 Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.</p>	<p>TG U1: 194, 222, 380 TG U2: 188, 189, 190, 194, 198, 388, 389, 390 TG U3: 188, 189, 190, 194, 198, 280, 300, 394, 398 TG U4: 194, 198, 211, 390, 394, 398</p>
<p>Language, Craft, and Structure (LCS) Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</p>	
<p>4.1 Identify the presentation style a speaker uses to enhance the development of a central idea or theme.</p>	<p>When listening to presentations, children have the opportunity to meet this objective. TG U1: 40, 110, 190, 198, 258, 260, 398 TG U2: 190, 198, 398 TG U3: 40, 190, 198, 220, 240, 250, 260, 280, 290, 300, 310, 320, 380, 390, 398 TG U4: 60, 190, 198, 240, 260, 211, 320, 390, 398</p>

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To the South Carolina College- and Career-Ready Standards for
English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.	When listening to presentations, children have the opportunity to meet this objective. TG U1: 40, 110, 190, 198, 258, 260, 398 TG U2: 190, 198, 398 TG U3: 40, 190, 198, 220, 240, 250, 260, 280, 290, 300, 310, 320, 380, 390, 398 TG U4: 60, 190, 198, 240, 260, 211, 320, 390, 398
4.3 Identify how and why the speaker:	
a. uses intonation and word stress;	TG U3: 389
b. includes media;	When listening to presentations, children have the opportunity to meet this objective. TG U1: 40, 110, 190, 198, 258, 260, 398 TG U2: 190, 198, 398 TG U3: 40, 190, 198, 220, 240, 250, 260, 280, 290, 300, 310, 320, 380, 390, 398 TG U4: 60, 190, 198, 240, 260, 211, 320, 390, 398
c. addresses the audience;	When listening to presentations, children have the opportunity to meet this objective. TG U1: 40, 110, 190, 198, 258, 260, 398 TG U2: 190, 198, 398 TG U3: 40, 190, 198, 220, 240, 250, 260, 280, 290, 300, 310, 320, 380, 390, 398 TG U4: 60, 190, 198, 240, 260, 211, 320, 390, 398
d. determines word choice; and	When listening to presentations, children have the opportunity to meet this objective. TG U1: 40, 110, 190, 198, 258, 260, 398 TG U2: 190, 198, 398 TG U3: 40, 190, 198, 220, 240, 250, 260, 280, 290, 300, 310, 320, 380, 390, 398 TG U4: 60, 190, 198, 240, 260, 211, 320, 390, 398

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English Language Arts**

South Carolina College- and Career-Ready Standards for English Language Arts	ReadyGEN ©2016 Grade 4
e. incorporates figurative language and literary devices.	Supporting Content: TG U1: 63, 83, 153, 213, 273, 283, 303, 333, TR31 TG U2: 23, 64, 87, 94, 95, 96, 97, 98, 100, 103, 118, 119, 123, 133, 143, 183, 283, 313, 343, TR31 TG U3: 23, 73, 103, TR31 TG U4: 33, 53, 67, 83, 97, 323, 373, TR31
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Set a purpose and integrate craft techniques to create presentations.	TG U1: 40, 110, 192, 258, 260, 392 TG U3: 40, 220, 240, 250, 260, 280, 290, 300, 310, 320 TG U4: 60, 240, 260, 320
5.2 Employ hyperbole, imagery, personification, idioms, adages, and proverbs when appropriate to convey messages.	Supporting Content: TG U1: 63, 83, 153, 213, 273, 283, 303, 333, TR31 TG U2: 23, 64, 87, 94, 95, 96, 97, 98, 100, 103, 118, 119, 123, 133, 143, 183, 283, 313, 343, TR31 TG U3: 23, 73, 103, TR31 TG U4: 33, 53, 67, 83, 97, 323, 373, TR31
5.3 <i>This indicator does not begin until English 1.</i> English 1 Develop messages that use logical, emotional, and ethical appeals.	5.3 <i>This indicator does not begin until English 1 according to the South Carolina English Language Arts Standards.</i>