

A Correlation of
**Pearson
ReadyGEN**
© 2014



To

**Webb's Depth of Knowledge (DOK)
Levels of Reading and the
Common Core State Standards
Grade 4**

**A Correlation of Pearson ReadyGEN, ©2014
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the
Common Core State Standards for English Language Arts
Grade 4**

Introduction

This document demonstrates how Pearson *ReadyGEN*, ©2014 meets the **Webb’s Depth of Knowledge (DOK) Levels of Reading and the Common Core State Standards**. Correlation page references are to the Unit Module Teacher’s Guides and Phonics Teacher’s Guide (K-3) or Word Analysis Teacher’s Guide (Grades 4-5).

ReadyGEN is a comprehensive, K-5 literacy curriculum of topically-related text sets and routines-based instruction. ReadyGEN is being created with the goal of equipping all teachers and students with the tools and practices necessary to meet the new expectations of the Common Core Standards and the Publisher’s Criteria. Lessons are designed on the principles of the gradual release of responsibility framework with the goal of building independent readers and writers. At the heart of ReadyGEN is reciprocity between reading and writing to promote student thinking and understanding through citation of text-based evidence. Students are taught to carefully analyze and synthesize sources, write to sources, and defend claims.

Program Organization

ReadyGEN is organized around unit modules (six units in grades K-2; four units in grades 3-5) with a focus on science and social studies standards-based topics. Text sets, comprised of full length and shorter authentic pieces of literary and informational trade books and texts, are used to build knowledge around these topics for sustained periods of time. All texts are aligned to the complexity requirements outlined in the Common Core Standards, ensuring that all students interact with appropriate grade-level texts. Teachers will have access to a variety of scaffolded strategies to help support all learners.

**A Correlation of Pearson ReadyGEN, ©2014
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the
Common Core State Standards for English Language Arts
Grade 4**

Table of Contents

Reading Standards for Literature	4
Reading Standards for Informational Text	6
Reading Standards: Foundational Skills	8
Writing Standards	9
Speaking and Listening Standards	13
Language Standards.....	15

**A Correlation of Pearson ReadyGEN, ©2014
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the
Common Core State Standards for English Language Arts
Grade 4**

Webb’s Depth of Knowledge and the Common Core State Standards for English Language Arts	Pearson ReadyGEN, ©2014 Grade 4
Reading Standards for Literature	
Key Ideas and Details	
<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>DOK: Level 2</p>	<p>TG U2: 105, 107, 135, 136, 137, 245, 246, 247, 278–280 TG U3: 73, 75, 76, 77, 103, 113, 125 TG U4: 45, 46, 47, 107, 165</p>
<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>DOK: Level 2</p>	<p>TG U2: 173, 174, 175, 176, 275, 276, 277, 295, 296, 297, 365, 366, 367 TG U3: 165, 166, 167 TG U4: 17, 55, 56, 57, 95, 96, 97, 105, 185, 186, 187</p>
<p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>DOK: Level 1</p>	<p>TG U2: 15, 16, 17, 165, 166, 167, 215, 216, 217, 265, 266, 267, 305, 306, 307 TG U3: 95, 96, 97, 115, 116, 117, 155, 156, 157 TG U4: 165, 166, 167</p>
Craft and Structure	
<p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).</p> <p>DOK: Level 2</p>	<p>TG U2: 33, 53, 65, 66, 67, 95, 96, 97, 115, 116, 117, 125, 126, 127 TG U3: 105, 106, 107, 125, 126, 127, 135, 145, 146, 147, 295, 296, 297 TG U4: 23, 33, 43, 53, 103, 113, 123, 133, 143, 153, 163</p>
<p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>DOK: Level 3</p>	<p>TG U2: 25, 26, 27, 45, 46, 47, 173, 175, 176, 177 TG U3: 173, 215, 303 TG U4: 15, 166, 167, 215</p>

**A Correlation of Pearson ReadyGEN, ©2014
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the
Common Core State Standards for English Language Arts
Grade 4**

Webb’s Depth of Knowledge and the Common Core State Standards for English Language Arts	Pearson ReadyGEN, ©2014 Grade 4
<p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>DOK: Level 2</p>	<p>TG U3: 143, 305, 306, 307 TG U4: 145, 146, 147</p>
Integration of Knowledge and Ideas	
<p>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>DOK: Level 2</p>	<p>TG U4: 25, 26, 27</p>
<p>RL.4.8 (Not applicable to literature)</p>	<p>Not applicable according to the Common Core Standards for English Language Arts</p>
<p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>DOK: Level 2</p>	<p>TG U2: 173, 175, 176, 177, 383, 385, 386, 387 TG U3: 153, 183 TG U4: 135, 137, 172, 173, 175, 176, 177, 182, 183, 184, 185, 186, 187</p>
Range of Reading and Level of Text Complexity	
<p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>DOK: Level 1</p>	<p>TG U2: 26, 55, 75, 122, 145, 185, 222, 272, 282, 332 TG U3: 75, 76, 86, 95, 115, 122, 155, 175, 295, 302, 312 TG U4: 15, 25, 35, 42, 52, 65, 82, 92, 105, 122</p>

**A Correlation of Pearson ReadyGEN, ©2014
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the
Common Core State Standards for English Language Arts
Grade 4**

Webb’s Depth of Knowledge and the Common Core State Standards for English Language Arts	Pearson ReadyGEN, ©2014 Grade 4
Reading Standards for Informational Text	
Key Ideas and Details	
<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>DOK: Level 2</p>	<p>TG U1: 113, 165, 166, 167, 233, 305, 306, 307 TG U2: 315, 316, 317 TG U3: 35, 36, 37, 175, 335, 336, 337 TG U4: 253, 265, 266, 267, 335, 336, 337</p>
<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>DOK: Level 2</p>	<p>TG U1: 133, 145, 146, 147, 183, 215, 216, 217, 265, 266, 267, 345, 346, 347 TG U2: 315, 316, 317, 345, 346, 347, 365, 366, 367 TG U3: 245, 246, 247, 385 TG U4: 215, 216, 217, 225, 226, 227, 265, 266, 267, 285, 286, 287</p>
<p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>DOK: Level 2</p>	<p>TG U1: 85, 86, 87, 125, 126, 127, 275, 276, 277, 325, 326, 327 TG U2: 325, 326, 327 TG U3: 35, 36, 37, 345, 346, 347 TG U4: 295, 296, 297, 315, 316, 317</p>
Craft and Structure	
<p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>DOK: Level 1</p>	<p>TG U1: 43, 103, 113, 123, 143, 223, 253, 273, 333, 343 TG U2: 323, 343, 353 TG U3: 13, 33, 53, 63, 213, 223, 263, 283, 323, 343, 383 TG U4: 213, 233, 253, 263, 283, 313, 333, 353, 373, 383</p>
<p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>DOK: Level 2</p>	<p>TG U1: 135, 137, 155, 156, 157, 265, 266, 267, 355, 356, 357 TG U2: 325, 326, 327, 355, 356, 357 TG U3: 175, 176, 177, 265, 266, 267, 365, 366, 367 TG U4: 265, 266, 267, 315, 316, 317</p>

**A Correlation of Pearson ReadyGEN, ©2014
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the
Common Core State Standards for English Language Arts
Grade 4**

Webb’s Depth of Knowledge and the Common Core State Standards for English Language Arts	Pearson ReadyGEN, ©2014 Grade 4
<p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>DOK: Level 2</p>	<p>TG U3: 315, 316, 317</p>
Integration of Knowledge and Ideas	
<p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>DOK: Level 2</p>	<p>TG U1: 25, 26, 27, 245, 246, 247, 275, 276, 277, 287, 293, 303 TG U2: 320, 321, 352 TG U3: 17, 25, 26, 27, 225, 226, 227</p>
<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>DOK: Level 2</p>	<p>TG U1: 14, 95, 97, 165, 166, 167, 303, 304 TG U4: 225, 226, 227, 235, 245, 265, 266, 267</p>
<p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>DOK: Level 3</p>	<p>TG U1: 173, 175, 176, 177, 374, 375, 376, 377, 385, 387 TG U2: 383, 385, 386, 387 TG U3: 133, 140, 141, 151 TG U4: 365, 366, 367, 375, 376, 377, 385, 386, 387</p>
Range of Reading and Level of Text Complexity	
<p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>DOK: Level 1</p>	<p>TG U1: 26, 35, 75, 96, 126, 145, 152, 185, 226, 255, 276, 282, 326, 385 TG U2: 315, 325, 332, 335, 345, 355, 362, 365, 375, 385 TG U3: 15, 35, 55, 62, 185, 225, 252, 262, 272, 325, 345, 352, 375 TG U4: 215, 235, 252, 262, 272, 282, 295, 325, 352, 385</p>

**A Correlation of Pearson ReadyGEN, ©2014
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the
Common Core State Standards for English Language Arts
Grade 4**

Webb’s Depth of Knowledge and the Common Core State Standards for English Language Arts	Pearson ReadyGEN, ©2014 Grade 4
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. DOK: Level 1	TG Word Analysis: 11, 15, 19, 28, 35, 44, 51, 63, 72, 91, 104, 131, 159
RF.4.3.a Use combined knowledge of all letter–sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. DOK: Level 1	TG Word Analysis: 15, 19, 26, 35, 42, 54, 58, 59, 66, 72, 90, 103, 107, 130, 147
Fluency	
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. DOK: Level 1	TG U1: 76, 96, 176, 226, 246, 276, 296, 326, 346, 376 TG U2: 76, 96, 146, 176, 226, 246, 276, 296, 326, 376 TG U3: 26, 76, 96, 126, 146, 176, 246, 276, 346, 376 TG U4: 26, 76, 96, 126, 146, 176, 226, 246, 276, 326, 346, 376
RF.4.4.a Read grade-level text with purpose and understanding. DOK: Level 1	TG U1: 146–147, 346–347 TG U2: 146–147 TG U3: 146–147 TG U4: 146–147
RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. DOK: Level 1	TG U1: 26, 76, 96, 126, 226, 276, 296, 326, 376 TG U2: 26, 76, 96, 126, 176, 226, 276, 296, 326, 376 TG U3: 26, 76, 96, 126, 176, 226, 276, 296, 346, 376 TG U4: 26, 76, 96, 126, 176, 226, 276, 296, 346, 376
RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. DOK: Level 2	TG U3: 276 TG U4: 96, 126

**A Correlation of Pearson ReadyGEN, ©2014
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the
Common Core State Standards for English Language Arts
Grade 4**

Webb’s Depth of Knowledge and the Common Core State Standards for English Language Arts	Pearson ReadyGEN, ©2014 Grade 4
Writing Standards	
Text Types and Purposes	
<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>DOK: Level 3</p>	<p>TG U2: 218–221, 238–241, 248–251, 268–271, 288–291, 298–301, 318–321, 348–351, 368–371, 392–399</p> <p>TG U3: 28–31, 38–41, 48–51, 58–61, 68–71, 78–81, 88–91, 118–121, 138–141, 148–151, 192–199</p> <p>TG U4: 138–141, 228–231, 238–241, 248–251, 278–281, 298–301, 318–321, 328–331, 348–351, 392–399</p>
<p>W.4.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>DOK: Level 3</p>	<p>TG U2: 218–221, 238–241, 258–261, 288–291, 338–341</p> <p>TG U3: 18–21, 48–51, 58–61</p> <p>TG U4: 218–221, 228–231, 248–251, 268–271, 308–311</p>
<p>W.4.1.b Provide reasons that are supported by facts and details.</p> <p>DOK: Level 3</p>	<p>TG U2: 228–231, 248–251, 278–281, 318–321, 348–351</p> <p>TG U3: 28–31, 78–81, 88–91, 108–111, 148–151</p> <p>TG U4: 228–231, 258–261, 318–321, 338–341</p>
<p>W.4.1.c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>DOK: Level 3</p>	<p>TG U2: 238–241, 298–301, 358–361</p> <p>TG U3: 68–71, 168–171</p> <p>TG U4: 228–231, 298–301</p>
<p>W.4.1.d Provide a concluding statement or section related to the opinion presented.</p> <p>DOK: Level 3</p>	<p>TG U2: 368–371</p> <p>TG U3: 90, 91, 158–161</p> <p>TG U4: 288–291, 298–301, 308–311</p>
<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>DOK: Level 3</p>	<p>TG U1: 18–21, 28–31, 78–81, 98–101, 192–199, 228–231, 268–271, 338–341, 392–399</p> <p>TG U2: 325, 345, 365</p> <p>TG U3: 218–221, 238–241, 258–261, 268–271, 278–281, 298–301, 308–311, 328–330, 338–341</p> <p>TG U4: 335</p>

**A Correlation of Pearson ReadyGEN, ©2014
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the
Common Core State Standards for English Language Arts
Grade 4**

Webb’s Depth of Knowledge and the Common Core State Standards for English Language Arts	Pearson ReadyGEN, ©2014 Grade 4
<p>W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>DOK: Level 3</p>	<p>TG U1: 18–21, 58–61, 88–91, 218–221, 248–251, 278–281, 308–311, 338–341, 348–351 TG U3: 220, 228, 231, 238–241, 260</p>
<p>W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>DOK: Level 3</p>	<p>TG U1: 48–51, 78–81, 138–141, 268–271 TG U2: 325, 345 TG U3: 288–291, 318–321, 328–331 TG U4: 335</p>
<p>W.4.2.c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>DOK: Level 3</p>	<p>TG U1: 158–161, 238–241 TG U3: 308–311, 351</p>
<p>W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>DOK: Level 3</p>	<p>TG U1: 98–101, 298–301, 318–321 TG U3: 258–261, 300, 301, 368–371, 392–399</p>
<p>W.4.2.e Provide a concluding statement or section related to the information or explanation presented.</p> <p>DOK: Level 3</p>	<p>TG U1: 108–111, 168–171, 388–391 TG U3: 358–361, 392–399</p>
<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>DOK: Level 3</p>	<p>TG U2: 28–31, 38–41, 58–61, 78–81, 108–111, 118–121, 138–141, 158–161, 168–171, 192–199 TG U4: 18–21, 38–41, 58–61, 78–81, 98–101, 108–111, 128–131, 168–171, 188–191, 192–199</p>
<p>W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>DOK: Level 3</p>	<p>TG U2: 18–21, 28–31, 58–61, 138–141, 158–161 TG U4: 18–21, 28–31, 78–81</p>

**A Correlation of Pearson ReadyGEN, ©2014
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the
Common Core State Standards for English Language Arts
Grade 4**

Webb’s Depth of Knowledge and the Common Core State Standards for English Language Arts	Pearson ReadyGEN, ©2014 Grade 4
<p>W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>DOK: Level 3</p>	<p>TG U2: 38–41, 58–61, 78–81, 108–111, 148–151 TG U4: 38–41, 68–71, 98–101</p>
<p>W.4.3.c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>DOK: Level 3</p>	<p>TG U2: 88–91, 158–161 TG U4: 148–151</p>
<p>W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>DOK: Level 3</p>	<p>TG U2: 78–81, 98–101 TG U4: 68–71, 88–91, 108–111</p>
<p>W.4.3.e Provide a conclusion that follows from the narrated experiences or events.</p> <p>DOK: Level 3</p>	<p>TG U2: 128–131, 168–171 TG U4: 158–161</p>
Production and Distribution of Writing	
<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>DOK: Level 3</p>	<p>TG U1: 70, 90, 110, 130, 150, 240, 250, 280, 300, 310, 330, 360 TG U2: 20, 40, 50, 70, 80, 140, 240, 290, 330 TG U3: 40, 60, 100, 130, 140, 190, 230, 280, 298–301, 310, 350, 370 TG U4: 20, 40, 60, 190, 218–221, 248–251, 268–271, 290, 360, 370</p>
<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>DOK: Level 3</p>	<p>TG U1: 128–131, 178–181, 328–331, 368–371 TG U2: 178–181, 328–331, 378–381 TG U3: 138–141, 178–181, 188–191, 338–341, 348–351, 368–371, 378–381 TG U4: 80, 81, 168–171, 178–181, 358–361, 378–381</p>

**A Correlation of Pearson ReadyGEN, ©2014
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the
Common Core State Standards for English Language Arts
Grade 4**

Webb’s Depth of Knowledge and the Common Core State Standards for English Language Arts	Pearson ReadyGEN, ©2014 Grade 4
<p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>DOK: Level 3</p>	<p>TG U1: 21, 61, 141, 191, 221, 261, 291, 321, 361, 381 TG U2: 41, 131, 191, 221, 261, 271, 291, 321, 351, 391 TG U3: 21, 41, 61, 71, 101, 151, 191, 271, 311, 331 TG U4: 21, 41, 61, 81, 111, 121, 191, 221, 251, 331, 391</p>
Research to Build and Present Knowledge	
<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>DOK: Level 4</p>	<p>TG U1: 38–41, 258–261, 392–399 TG U3: 248–251, 278–281, 288–291, 298–301, 318–321, 338–341 TG U4: 258–261, 318–321</p>
<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>DOK: Level 4</p>	<p>TG U1: 40, 60, 80, 100, 130, 230, 260, 280, 290, 300, 328–329, 330 TG U3: 220, 250, 278–281, 290, 318–321, 340, 341 TG U4: 240, 241, 260, 270, 278–281, 318–321, 350, 360</p>
<p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>DOK: Level 4</p>	<p>TG U1: 78–81 TG U2: 268–271, 278–281, 318–321 TG U3: 78–81, 98–101, 118–121 TG U4: 118–121, 278–281, 328–331, 348–351</p>
<p>W.4.9.a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).</p> <p>DOK: Level 4</p>	<p>TG U2: 25, 55, 75, 115, 145, 165, 215, 265, 305 TG U3: 75, 85, 95, 105, 115, 125, 135, 145, 155, 305 TG U4: 15, 45, 55, 75, 95, 105, 145, 165, 185</p>

**A Correlation of Pearson ReadyGEN, ©2014
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the
Common Core State Standards for English Language Arts
Grade 4**

Webb’s Depth of Knowledge and the Common Core State Standards for English Language Arts	Pearson ReadyGEN, ©2014 Grade 4
<p>W.4.9.b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p>DOK: Level 4</p>	<p>TG U1: 35, 65, 85, 125, 165, 185, 235, 265, 305, 375 TG U2: 315, 325, 335, 345, 355, 385 TG U3: 15, 35, 65, 255, 265, 285, 325, 345, 375 TG U4: 215, 225, 245, 265, 285, 315, 335, 355, 375, 385</p>
Range of Writing	
<p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>DOK: Level 4</p>	<p>TG U1: 18–21, 38–41, 68–71, 108–111, 148–151, 192–199, 228–231, 278–281, 338–341, 392–399 TG U2: 28–31, 68–71, 118–121, 158–161, 192–199, 218–221, 258–261, 308–311, 378–381, 392–399 TG U3: 28–31, 68–71, 98–101, 148–151, 228–231, 258–261, 288–291, 318–321, 368–371, 392–399 TG U4: 38–41, 58–61, 88–91, 168–171, 192–199, 228–231, 278–281, 308–311, 378–381, 392–399</p>
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>DOK: Level 2</p>	<p>TG U1: 24, 44, 94, 124, 164, 214, 254, 264, 324 TG U2: 34, 44, 54, 124, 144, 174, 214, 244, 254, 264, 294, 384 TG U3: 14, 54, 74, 104, 134, 154, 164, 214, 254, 314, 354 TG U4: 14, 94, 124, 154, 174, 234, 244, 314, 384</p>
<p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>DOK: Level 1</p>	<p>TG U1: 224, 334 TG U4: 274</p>
<p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>DOK: Level 1</p>	<p>TG U1: 124, 314 TG U2: 54, 114, 124, 244, 324, 354 TG U3: 34, 74, 234, 294, 334 TG U4: 44, 114, 144, 284</p>

**A Correlation of Pearson ReadyGEN, ©2014
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the
Common Core State Standards for English Language Arts
Grade 4**

Webb’s Depth of Knowledge and the Common Core State Standards for English Language Arts	Pearson ReadyGEN, ©2014 Grade 4
<p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>DOK: Level 1</p>	<p>TG U1: 94, 224, 264, 274, 324, 344, 354, 364 TG U2: 104, 144, 164, 174, 274, 304, 314, 354, 374, 384 TG U3: 164, 224, 254, 284 TG U4: 94, 154, 174, 294, 304, 344</p>
<p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>DOK: Level 1</p>	<p>TG U1: 294, 304 TG U2: 94, 284, 294 TG U3: 94, 104, 294, 304 TG U4: 94, 104, 294, 304</p>
<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>DOK: Level 1</p>	<p>TG U1: 24, 84, 154 TG U2: 284</p>
<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>DOK: Level 1</p>	<p>TG U2: 264, 344, 354</p>
Presentation of Knowledge and Ideas	
<p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>DOK: Level 1</p>	<p>TG U1: 74, 124, 274, 314, 344, 354, 364 TG U2: 14, 24, 64, 94, 104, 154, 164, 214, 224, 244, 294, 324, 354, 374 TG U3: 24, 34, 54, 84, 114, 124, 144, 154, 174, 224, 234, 254, 324, 334 TG U4: 34, 64, 74, 184, 234, 254, 274, 324, 354</p>
<p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>DOK: Level 1</p>	<p>TG U1: 72, 96, 222, 226 TG U2: 42, 46, 222, 226 TG U3: 22, 74, 76, 212, 226 281, 396, 398 TG U4: 22, 46, 226, 272</p>

**A Correlation of Pearson ReadyGEN, ©2014
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the
Common Core State Standards for English Language Arts
Grade 4**

Webb’s Depth of Knowledge and the Common Core State Standards for English Language Arts	Pearson ReadyGEN, ©2014 Grade 4
<p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small–group discussion); use formal English when appropriate to task and situation.</p> <p>DOK: Level 3</p>	<p>TG U1: 367, 382, 385, 386, 387 TG U2: 93 TG U4: 325, 327</p>
Language Standards	
Conventions of Standard English	
<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>DOK: Level 1</p>	<p>TG U1: 19, 39, 89, 109, 139, 189, 269, 289, 309, 369 TG U2: 29, 69, 89, 109, 119, 139, 149, 249, 269, 309 TG U3: 29, 59, 69, 89, 99, 129, 159, 299, 339 TG U4: 49, 69, 89, 109, 159, 219, 249, 319, 339, 389</p>
<p>L.4.1.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>DOK: Level 1</p>	<p>TG U1: 39, 41 TG U2: 119, 121 TG U3: 39, 169, 229, 239, 249 TG U4: 39, 149, 219, 239, 259, 369</p>
<p>L.4.1.b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>DOK: Level 1</p>	<p>TG U1: 89, 91, 349, 351 TG U2: 139, 159, 161, 349 TG U3: 19, 21, 139, 299, 369 TG U4: 89, 249, 319, 321</p>
<p>L.4.1.c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>DOK: Level 1</p>	<p>TG U1: 99, 101, 148, 151, 319, 321, 359, 361 TG U3: 29, 31, 89, 259, 319 TG U4: 109, 299, 329</p>
<p>L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>DOK: Level 2</p>	<p>TG U1: 79, 81 TG U2: 29, 31 TG U3: 109, 129, 339 TG U4: 19, 339, 349</p>

**A Correlation of Pearson ReadyGEN, ©2014
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the
Common Core State Standards for English Language Arts
Grade 4**

Webb’s Depth of Knowledge and the Common Core State Standards for English Language Arts	Pearson ReadyGEN, ©2014 Grade 4
L.4.1.e Form and use prepositional phrases. DOK: Level 1	TG U1: 129, 131, 329, 331 TG U2: 109, 111 TG U3: 69, 149, 151, 349, 351, 359, 361 TG U4: 79, 289, 389
L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. DOK: Level 1	TG U1: 119, 139, 239, 279, 289, 299, 309 TG U2: 69, 71, 79, 81, 89, 99, 101, 299, 309 TG U3: 189, 219, 221, 279, 289, 291, 379 TG U4: 129, 159, 169
L.4.1.g Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). DOK: Level 1	TG U1: 189, 191, 369, 371, 389, 391 TG U2: 149, 151 TG U3: 99, 159
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. DOK: Level 1	TG U1: 21, 159, 161, 169, 171, 181, 341, 368, 371, 391 TG U2: 49, 169, 189, 219, 229, 239, 259, 289, 329, 369 TG U3: 49, 79, 119, 179, 269, 309, 329, 379, 389 TG U4: 119, 179, 189, 229, 269, 279, 309, 359, 379
L.4.2.a Use correct capitalization. DOK: Level 1	TG U1: 21, 159, 161, 181, 341, 371 TG U2: 189, 219, 221, 229, 231, 239, 241 TG U3: 49, 51, 178, 180, 181
L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text. DOK: Level 1	TG U1: 169, 171, 179, 391 TG U2: 49, 169, 259, 289 TG U3: 79, 269, 389 TG U4: 119, 229, 269, 279, 359
L.4.2.c Use a comma before a coordinating conjunction in a compound sentence. DOK: Level 1	TG U1: 109, 111, 229, 231, 241, 289 TG U2: 89, 91, 309, 311, 319, 329 TG U3: 119, 121, 179, 181, 329, 379 TG U4: 179, 269, 379
L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. DOK: Level 1	TG U2: 359, 369, 371 TG U3: 309 TG U4: 189, 191, 309

**A Correlation of Pearson ReadyGEN, ©2014
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the
Common Core State Standards for English Language Arts
Grade 4**

Webb’s Depth of Knowledge and the Common Core State Standards for English Language Arts	Pearson ReadyGEN, ©2014 Grade 4
Knowledge of Language	
<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>DOK: Level 1</p>	<p>TG U1: 19, 79, 99, 169, 189, 269, 289, 309, 329, 389</p> <p>TG U2: 29, 89, 119, 139, 149, 169, 219, 249, 289, 329</p> <p>TG U3: 19, 59, 99, 119, 169, 189, 239, 259, 329, 379</p> <p>TG U4: 19, 39, 59, 89, 119, 179, 219, 269, 289, 339, 369</p>
<p>L.4.3.a Choose words and phrases to convey ideas precisely.</p> <p>DOK: Level 2</p>	<p>TG U1: 98–101, 138–141, 298–301, 318–321</p> <p>TG U2: 71, 78–81, 98–101</p> <p>TG U3: 108–111, 258–261, 368–371, 392–399</p> <p>TG U4: 48–51, 88–91, 108–111</p>
<p>L.4.3.b Choose punctuation for effect.</p> <p>DOK: Level 1</p>	<p>TG U3: 159</p> <p>TG U4: 35, 36, 37</p>
<p>L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>DOK: Level 3</p>	<p>TG U1: 367, 382, 385, 386, 387</p> <p>TG U2: 93</p> <p>TG U4: 325, 327</p>

**A Correlation of Pearson ReadyGEN, ©2014
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the
Common Core State Standards for English Language Arts
Grade 4**

Webb’s Depth of Knowledge and the Common Core State Standards for English Language Arts	Pearson ReadyGEN, ©2014 Grade 4
Vocabulary Acquisition and Use	
<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>DOK: Level 1</p>	<p>TG U1: 23, 43, 63, 93, 113, 143, 163, 213, 273, 303, 343 TG U2: 13, 33, 53, 93, 133, 213, 223, 263, 283, 323, 353 TG U3: 13, 73, 103, 143, 223, 243, 273, 283, 333, 343 TG U4: 43, 93, 133, 141, 163, 213, 243, 263, 303, 343</p>
<p>L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>DOK: Level 2</p>	<p>TG U1: 13, 43, 63, 123, 143, 233, 263, 333, 343, 353 TG U2: 13, 43, 53, 83, 123, 153, 223, 253, 273, 343 TG U3: 33, 43, 83, 153, 213, 243, 353 TG U4: 33, 53, 123, 133, 143, 153, 233, 243, 273, 353</p>
<p>L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>DOK: Level 2</p>	<p>TG U3: 103, 343 TG U4: 293, 353</p>
<p>L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>DOK: Level 2</p>	<p>TG U1: 13, 100, 141, 181, 300, 315, 379, 381 TG U2: 179, 181, 243, 379, 381, 389 TG U3: 65, 66–67, 213, 216–217 TG U4: 133, 141, 213, 305, 306, 331</p>
<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>DOK: Level 2</p>	<p>TG U1: 45, 46, 47, 65, 66, 67, 256, 257, 295, 296, 297, 335, 337 TG U2: 21, 63, 115, 116, 117, 225, 226, 227, 255, 256, 257 TG U3: 55, 57, 85, 87, 125, 126, 127, 135, 283, 368 TG U4: 65, 85, 86, 135, 136, 137, 255, 256, 257</p>

**A Correlation of Pearson ReadyGEN, ©2014
to Webb’s Depth of Knowledge (DOK) Levels of Reading and the
Common Core State Standards for English Language Arts
Grade 4**

Webb’s Depth of Knowledge and the Common Core State Standards for English Language Arts	Pearson ReadyGEN, ©2014 Grade 4
<p>L.4.5.a Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>DOK: Level 2</p>	<p>TG U1: 65, 66, 67, 297 TG U2: 97, 115, 116, 117 TG U3: 13, 53, 55, 56, 57, 85, 86, 87, 91, 135, 136, 137 TG U4: 65, 85, 86, 135, 137</p>
<p>L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>DOK: Level 2</p>	<p>TG U1: 83, 273, 283, 295, 297 TG U2: 87, 95, 96, 97, 103, 123, 273, 293 TG U3: 83, 283 TG U4: 23, 33, 83</p>
<p>L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>DOK: Level 2</p>	<p>TG U1: 335, 336, 337 TG U2: 113, 225, 226, 227 TG U3: 125, 126, 127 TG U4: 136, 255, 256, 257</p>
<p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> <p>DOK: Level 1</p>	<p>TG U1: 24, 44, 74, 114, 154, 184, 224, 264, 294, 324, 354, 374 TG U2: 14, 34, 54, 74, 104, 144, 164, 214, 254, 284, 334, 384 TG U3: 14, 44, 84, 104, 154, 184, 244, 284, 304, 344, 384 TG U4: 24, 54, 94, 124, 164, 214, 264, 304, 334, 374</p>