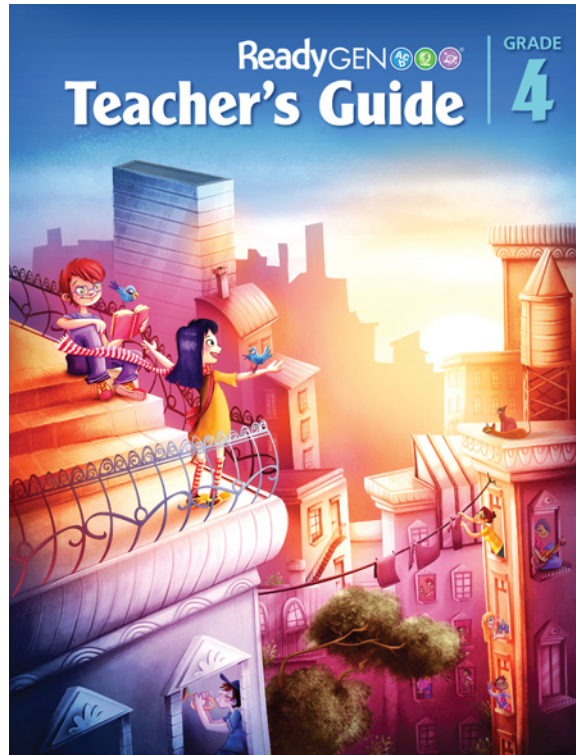


## A Correlation of



©2016

To the

# School District of Lee County Language Arts Florida Standards Grade 4



**A Correlation of ReadyGEN ©2016 to the  
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Grade 4**

**Introduction**

This document demonstrates how **ReadyGEN, ©2016** meets the School District of Lee County Language Arts Florida Standards (LAFS). Correlation page references are to the Unit Module Teacher’s Guides and are cited by grade, unit and page references.

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

**AUTHENTIC TEXT AT THE CORE OF INSTRUCTION**

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

**BUILT WITH THE RESULTS IN MIND**

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

**BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS**

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

**A Correlation of ReadyGEN ©2016 to the  
School District of Lee County Language Arts Florida Standards (LAFS)  
Grade 4**

**Table of Contents**

<b>Strand: READING STANDARDS FOR LITERATURE .....</b>	<b>4</b>
<b>Strand: READING STANDARDS: FOUNDATIONAL SKILLS (K-5).....</b>	<b>6</b>
<b>Strand: READING STANDARDS FOR INFORMATIONAL TEXT .....</b>	<b>8</b>
<b>Strand: WRITING STANDARDS .....</b>	<b>11</b>
<b>Strand: STANDARDS FOR SPEAKING AND LISTENING .....</b>	<b>16</b>
<b>Strand: LANGUAGE STANDARDS .....</b>	<b>19</b>

**A Correlation of ReadyGEN ©2016 to the  
School District of Lee County Language Arts Florida Standards (LAFS)  
Grade 4**

School District of Lee County Language Arts Florida Standards (LAFS)	ReadyGEN ©2016
<b>Grade 4</b>	
<b>Strand: READING STANDARDS FOR LITERATURE</b>	
<b>Cluster 1: Key Ideas and Details</b>	
<p><b>LAFS.4.RL.1.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>TG U1:</b> 13, 16, 23, 24, 26, 53, 63, 163, 164, 166, 167</p> <p><b>TG U2:</b> 213, 214, 242, 243, 244, 245, 246, 247, 363, 383</p> <p><b>TG U3:</b> 72, 73, 74, 75, 76, 77, 92, 93, 102, 103, 104, 292, 293, 302, 303, 304, 307, 374, 375, 376, 377</p> <p><b>TG U4:</b> 13, 23, 33, 37, 43, 44, 45, 46, 47, 53, 63, 73, 113, 123, 163, 303, 313, 333, 334, 335, 383</p>
<p><b>LAFS.4.RL.1.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U2:</b> 43, 46, 47, 48-50, 83, 84, 85, 86, 87, 156</p> <p><b>TG U4:</b> 52, 53, 54, 56, 57, 92, 93, 94, 95, 96, 97, 152, 153, 312, 313, 314, 315, 316, 317, 372, 373, 374, 375, 376, 377</p>
<p><b>LAFS.4.RL.1.3</b> 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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>TG U1:</b> 23, 24, 26, 27, 53, 54, 56, 57, 63, 64, 66, 67</p> <p><b>TG U2:</b> 13, 14, 15, 16, 17, 52, 53, 55, 56, 57, 62, 63, 122, 123, 162, 163, 164, 165, 166, 167, 212, 213, 214, 215, 216, 217</p> <p><b>TG U3:</b> 92, 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 302, 303, 304, 305, 306, 307</p> <p><b>TG U4:</b> 12, 13, 14, 16, 17, 22, 23, 72, 73, 74, 75, 76, 77, 165, 182, 183, 292, 293, 294, 296, 297, 373</p>

**A Correlation of ReadyGEN ©2016 to the  
School District of Lee County Language Arts Florida Standards (LAFS)  
Grade 4**

<b>School District of Lee County Language Arts Florida Standards (LAFS)</b>	<b>ReadyGEN ©2016</b>
<b>Cluster 2: Craft and Structure</b>	
<p><b>LAFS.4.RL.2.4</b> 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., Herculean).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>TG U1:</b> 13, 14, 23, 24, 43, 44, 54, 63, 64, 73, 74, 77, 184</p> <p><b>TG U2:</b> 44, 54, 63, 64, 93, 182, 184, 223, 224, 233, 234, 263</p> <p><b>TG U3:</b> 83, 84, 103, 104, 105, 106, 107, 125, 126, 127, 142-147</p> <p><b>TG U4:</b> 13, 14, 33, 34, 83, 84, 86, 87, 303, 304, 323, 333, 373, 374</p>
<p><b>LAFS.4.RL.2.5</b> 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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U1:</b> 262</p> <p><b>TG U3:</b> 72, 212, 282</p> <p><b>TG U4:</b> 142, 372-373</p>
<p><b>LAFS.4.RL.2.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U2:</b> 34, 35</p> <p><b>TG U4:</b> 147</p>
<b>Cluster 3: Integration of Knowledge and Ideas</b>	
<p><b>LAFS.4.RL.3.7</b> 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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>TG U1:</b> 84</p> <p><b>TG U4:</b> 24, 25, 26, 27</p>

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Grade 4**

<b>School District of Lee County Language Arts Florida Standards (LAFS)</b>	<b>ReadyGEN ©2016</b>
<p><b>LAFS.4.RL.3.9</b> 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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U2:</b> 172, 173, 174, 176, 177, 183</p>
<b>Cluster 4: Range of Reading and Level of Text Complexity</b>	
<p><b>LAFS.4.RL.4.10</b> 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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>TG U1:</b> 15, 25, 35, 45, 55, 65, 75, 85, 175, 185, 222</p> <p><b>TG U2:</b> 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><b>TG U3:</b> 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 295, 305, 315, 375, 385</p> <p><b>TG U4:</b> 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>
<b>Strand: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)</b>	
<b>Cluster 3: Phonics and Word Recognition</b>	
<p><b>LAFS.4.RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p><b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 372, 382, FS2–FS16, FS20–FS25</p> <p><b>TG U2:</b> 62, 72, 82, 92, 102, FS5–FS7</p> <p><b>TG U3:</b> 62, 72, 82, 92, 102, 162, 172, 182, 212, 222, 232, 242, 252, 253, 362, 372, 382, FS2–FS7, FS11–FS16, FS23–FS25</p> <p><b>TG U4:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, 362, 372, 382, FS2–FS7, FS14–FS16, FS20–FS25</p>

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School District of Lee County Language Arts Florida Standards (LAFS)  
Grade 4**

<b>School District of Lee County Language Arts Florida Standards (LAFS)</b>	<b>ReadyGEN ©2016</b>
<p><b>a.</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p>	<p><b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 372, 382, FS2–FS16, FS20–FS25</p> <p><b>TG U2:</b> 12, 22, 32, 42, 52, 112, 122, 132, 142, 152, 162, 212, 222, 232, 382, 392, FS2–FS4, FS8–FS10, FS14–FS25</p> <p><b>TG U3:</b> 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 382, FS5–FS16, FS20–FS25</p> <p><b>TG U4:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 212, 222, 232, 242, 252, 353, 362, 372, 382, FS2–FS7, FS14–FS16, FS20–FS25</p>
<b>Cluster 4: Fluency</b>	
<p><b>LAFS.4.RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>TG U1:</b> 27, 87, 117, 157, 177, 217, 227, 267, 277, 297, 317, 357, 387</p> <p><b>TG U2:</b> 27, 77, 117, 177, 317, 367, 377</p> <p><b>TG U3:</b> 77, 97, 117, 187, 217, 277, 317, 347, 377</p> <p><b>TG U4:</b> 17, 97, 127, 167, 217, 277, 347, 387</p>
<p><b>a.</b> Read on-level text with purpose and understanding.</p>	<p><b>TG U1:</b> 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><b>TG U2:</b> 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><b>TG U3:</b> 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><b>TG U4:</b> 12, 22, 32, 42, 47, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 187, 212, 222, 232, 242, 252, 262, 272, 282, 292</p>

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School District of Lee County Language Arts Florida Standards (LAFS)  
Grade 4**

<b>School District of Lee County Language Arts Florida Standards (LAFS)</b>	<b>ReadyGEN ©2016</b>
<p><b>b.</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>TG U1:</b> 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 217, 222, 227, 242, 247, 262, 267, 277, 287, 297, 317, 327, 347, 357  <b>TG U2:</b> 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 155, 157, 167, 177, 187, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387  <b>TG U3:</b> 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387  <b>TG U4:</b> 17, 27, 67, 77, 87, 97, 117, 127, 157, 167, 177, 217, 227, 267, 277, 297, 317, 347, 357, 377, 387</p>
<p><b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>TG U1:</b> FS4, FS7, FS10, FS13, FS16, FS19, FS22, FS25  <b>TG U2:</b> 125, 225, 317  <b>TG U3:</b> 277, FS4, FS19  <b>TG U4:</b> 97, 127</p>
<b>Strand: READING STANDARDS FOR INFORMATIONAL TEXT</b>	
<b>Cluster 1: Key Ideas and Details</b>	
<p><b>LAFS.4.RI.1.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>TG U1:</b> 92, 93, 112, 113, 114, 152, 153, 162, 163, 164, 212, 213, 273, 303, 304, 305, 306, 307  <b>TG U2:</b> 242, 243, 244, 245, 246, 282, 283, 302, 303, 332, 333, 362, 363  <b>TG U3:</b> 12, 13, 52, 53, 212, 213, 322, 323, 342, 343, 352, 353, 362, 363  <b>TG U4:</b> 253, 262, 263, 342</p>



**A Correlation of ReadyGEN ©2016 to the  
School District of Lee County Language Arts Florida Standards (LAFS)  
Grade 4**

<b>School District of Lee County Language Arts Florida Standards (LAFS)</b>	<b>ReadyGEN ©2016</b>
<p><b>LAFS.4.RI.1.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>TG U1:</b> 122, 123, 124, 125, 126, 127, 142, 143, 144, 214, 242, 243, 262, 263, 282, 283, 292, 293, 342, 343, 344, 345, 346, 347</p> <p><b>TG U2:</b> 272, 273, 274, 275, 276, 277, 304, 322, 323, 324, 325, 326, 327, 342, 343, 344, 345, 346, 347, 352, 353, 354, 362</p> <p><b>TG U3:</b> 22, 23, 162, 163, 164, 165, 166, 167, 232, 233, 242, 243, 244, 246, 247</p> <p><b>TG U4:</b> 214, 222, 223, 224, 232, 233, 264, 265, 266, 267, 272, 284</p>
<p><b>LAFS.4.RI.1.3</b> 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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U1:</b> 132, 133, 212, 213, 222, 223, 232, 233, 242, 243, 244, 272, 273, 274, 322, 323, 324, 325, 326, 327</p> <p><b>TG U2:</b> 282, 283, 284, 285, 286, 287, 332, 333, 334</p> <p><b>TG U3:</b> 32, 33, 34, 42, 43, 53, 62, 63, 222, 223, 272, 273, 322, 323, 342, 343, 344</p> <p><b>TG U4:</b> 352, 353</p>
<b>Cluster 2: Craft and Structure</b>	
<p><b>LAFS.4.RI.2.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>TG U1:</b> 93, 94, 103, 104, 113, 114, 123, 124, 133, 134, 135, 143, 144, 316, 317, 324, 333, 334, 343, 344, 353, 354, 364, 365, 366, 367</p> <p><b>TG U2:</b> 273, 274, 283, 284, 294, 295, 296, 303, 304, 313, 314, 323, 324, 334, 343, 344, 353, 354, 363, 364, 366, 384</p> <p><b>TG U3:</b> 63, 64, 65, 66, 67, 253, 254, 255, 256, 257, 263, 264, 273, 274, 283, 284, 314, 323, 324</p> <p><b>TG U4:</b> 213, 214, 223, 224, 233, 234, 235, 243, 244, 253, 254, 257, 263, 264, 273, 274, 283, 284, 344, 354, 363, 364, 383, 384</p>

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Grade 4**

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<p><b>LAFS.4.RI.2.5</b> 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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U1:</b> 103, 104, 105, 106, 107, 153, 154, 155, 156, 157, 224, 225, 264, 266, 267, 354  <b>TG U2:</b> 314, 315, 316, 317  <b>TG U3:</b> 14, 15, 16, 17, 44, 46, 47, 262, 263, 264, 265, 266, 267, 353, 354, 355</p>
<p><b>LAFS.4.RI.2.6</b> 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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U3:</b> 332, 333, 334, 362, 363</p>
<b>Cluster 3: Integration of Knowledge and Ideas</b>	
<p><b>LAFS.4.RI.3.7</b> 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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U1:</b> 242, 243, 244, 245, 246, 247, 274, 286, 287, 292, 293, 295, 296, 297  <b>TG U2:</b> 323, 347  <b>TG U3:</b> 16, 17, 23, 24, 25, 26, 27, 33, 163, 187, 222, 223, 224, 225, 226, 227, 243, 323, 373, 383  <b>TG U4:</b> 222, 223, 343</p>
<p><b>LAFS.4.RI.3.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U1:</b> 164, 165, 166, 167, 303, 305, 332, 333  <b>TG U2:</b> 352, 353, 356, 357, 363  <b>TG U3:</b> 36, 136, 263, 282, 283  <b>TG U4:</b> 212, 213, 214, 222, 223, 224, 225, 242, 243, 272, 273</p>

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School District of Lee County Language Arts Florida Standards (LAFS)  
Grade 4**

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<p><b>LAFS.4.RI.3.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U1:</b> 172, 173, 174, 175, 176, 177  <b>TG U2:</b> 292, 293, 382, 383  <b>TG U3:</b> 362, 363, 364, 372, 373, 382, 383, 384, 386, 387</p>
<b>Cluster 4: Range of Reading and Level of Text Complexity</b>	
<p><b>LAFS.4.RI.4.10</b> 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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>TG U1:</b> 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  <b>TG U2:</b> 275, 285, 295, 305, 315, 325, 335, 345, 355, 385  <b>TG U3:</b> 15, 25, 35, 45, 55, 65, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 325, 335, 345, 355, 365, 375, 385  <b>TG U4:</b> 215, 225, 235, 245, 255, 265, 275, 285, 345, 355, 365, 385</p>
<b>Strand: WRITING STANDARDS</b>	
<b>Cluster 1: Text Types and Purposes</b>	
<p><b>LAFS.4.W.1.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U2:</b> 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 298-300, 392-399  <b>TG U3:</b> 10, 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 118-120, 192-199  <b>TG U4:</b> 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 298-300, 392-399</p>
<p><b>a.</b> 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><b>TG U2:</b> 219, 220, 239, 240, 249, 250, 280, 339, 340, 350  <b>TG U3:</b> 19, 20, 49, 50, 59, 60, 89, 90, 129, 130, 194, 195  <b>TG U4:</b> 229, 230, 239, 240, 260, 269, 270, 280, 289, 290, 309, 310, 349, 350, 359, 360, 369, 370</p>

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School District of Lee County Language Arts Florida Standards (LAFS)  
Grade 4**

<b>School District of Lee County Language Arts Florida Standards (LAFS)</b>	<b>ReadyGEN ©2016</b>
<b>b.</b> Provide reasons that are supported by facts and details.	<b>TG U2:</b> 219, 220, 230, 249, 250, 269, 270, 279, 280, 309, 310, 319, 320, 349, 350 <b>TG U3:</b> 19, 20, 29, 30, 39, 40, 69, 70, 99, 100, 109, 110, 119, 120, 192, 193, 194 <b>TG U4:</b> 239, 240, 259, 260, 270, 279, 280, 289, 290, 299, 329, 330, 350, 360, 369, 370
<b>c.</b> Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).	<b>TG U2:</b> 299, 300, 359, 360 <b>TG U3:</b> 69, 70, 169, 170 <b>TG U4:</b> 230, 299, 300, 369, 370
<b>d.</b> Provide a concluding statement or section related to the opinion presented.	<b>TG U2:</b> 369, 370 <b>TG U3:</b> 100, 149, 150, 159, 160 <b>TG U4:</b> 279, 280, 289, 290, 339, 340, 369, 370
<b>LAFS.4.W.1.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<b>TG U1:</b> 38-40, 58-60, 138-140, 188-190, 378-380, 392-399 <b>TG U3:</b> 218-220, 228-230, 238-240, 248-250, 258-260, 278-280, 288-290, 308-310, 318-320
<b>a.</b> 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.	<b>TG U1:</b> 19, 20, 29, 30, 69, 70, 89, 90, 119, 120, 219, 220, 229, 230, 249, 250, 279, 280, 289 <b>TG U3:</b> 219, 220, 229, 230, 239, 240, 269, 270, 349, 350
<b>b.</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>TG U1:</b> 49, 50, 79, 80, 139, 140, 269, 270 <b>TG U3:</b> 219, 220, 229, 230, 239, 240, 249, 250, 269, 270, 279, 280, 289, 290, 319, 320, 329
<b>c.</b> Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).	<b>TG U1:</b> 159, 160, 239, 240 <b>TG U3:</b> 309, 310, 394

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Grade 4**

<b>School District of Lee County Language Arts Florida Standards (LAFS)</b>	<b>ReadyGEN ©2016</b>
<b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>TG U1:</b> 99, 100, 299, 300, 319, 320 <b>TG U3:</b> 219, 220, 229, 230, 239, 240, 259, 260, 299, 300, 369, 370, 394
<b>e.</b> Provide a concluding statement or section related to the information or explanation presented.	<b>TG U1:</b> 169, 170, 389, 390 <b>TG U3:</b> 359, 360
<b>LAFS.4.W.1.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<b>TG U2:</b> 18-20, 28-30, 48-50, 58-60, 68-70, 78-80, 88-90, 108-110, 118-120, 128-130, 192-199 <b>TG U4:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 118-120, 128-130, 138-140, 148-150, 158-160
<b>a.</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>TG U2:</b> 19, 20, 59, 60, 129, 130, 139, 140, 159, 160 <b>TG U4:</b> 19, 20, 29, 30, 129, 130, 139, 140
<b>b.</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations.	<b>TG U2:</b> 29, 30, 39, 40, 59, 60, 109, 110, 119, 120, 149, 150 <b>TG U4:</b> 39, 40, 59, 60, 69, 70, 99, 100
<b>c.</b> Use a variety of transitional words and phrases to manage the sequence of events.	<b>TG U2:</b> 89, 90, 159, 160, 179, 180 <b>TG U4:</b> 79, 80, 120, 149, 150
<b>d.</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>TG U2:</b> 69, 70, 79, 80, 99, 100 <b>TG U4:</b> 49, 50, 60, 69, 70, 89, 90, 109, 110
<b>e.</b> Provide a conclusion that follows from the narrated experiences or events.	<b>TG U2:</b> 129, 130, 169, 170 <b>TG U4:</b> 100, 119, 120, 159, 160, 192

**A Correlation of ReadyGEN ©2016 to the  
School District of Lee County Language Arts Florida Standards (LAFS)  
Grade 4**

School District of Lee County Language Arts Florida Standards (LAFS)	ReadyGEN ©2016
<b>Cluster 2: Production and Distribution of Writing</b>	
<p><b>LAFS.4.W.2.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U1:</b> 28, 29, 30, 38-40, 59, 69, 118-120, 178-180, 192, 196, 228-230, 378, 379, 380, 392, 396  <b>TG U2:</b> 28-30, 48-50, 78, 79, 80, 189, 192, 196, 218-220, 278-280, 338-340, 388, 389, 392, 396  <b>TG U3:</b> 18-20, 38-40, 49, 68-70, 128-130, 188, 189, 192, 196, 198, 311, 328-330, 338, 339, 340, 388, 389, 396  <b>TG U4:</b> 78-80, 128-130, 138-140, 188, 189, 192, 196, 218-220, 248-250, 358-360, 388, 389, 392, 396</p>
<p><b>LAFS.4.W.2.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U1:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 128, 129, 130, 140, 300, 310, 320, 328, 329, 330, 340, 350, 360, 368, 369, 370, 380, 390  <b>TG U2:</b> 20, 30, 40, 50, 60, 70, 80, 90, 110, 120, 130, 140, 150, 160, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390  <b>TG U3:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320  <b>TG U4:</b> 20, 30, 40, 50, 60, 70, 80, 90, 110, 120, 130, 140, 150, 160, 168, 169, 170, 178, 179, 180, 220, 230, 240, 250, 260, 270, 280, 290</p>
<p><b>LAFS.4.W.2.6</b> 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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>TG U1:</b> 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, 398  <b>TG U2:</b> 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  <b>TG U3:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 330, 340, 350, 360, 370, 380, 390, 398  <b>TG U4:</b> 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>

**A Correlation of ReadyGEN ©2016 to the  
School District of Lee County Language Arts Florida Standards (LAFS)  
Grade 4**

<b>School District of Lee County Language Arts Florida Standards (LAFS)</b>	<b>ReadyGEN ©2016</b>
<b>Cluster 3: Research to Build and Present Knowledge</b>	
<p><b>LAFS.4.W.3.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking &amp; Complex Reasoning</p>	<p><b>TG U1:</b> 38, 39, 40, 108, 109, 110, 192, 258, 259, 260, 392</p> <p><b>TG U3:</b> 40, 219, 239, 249, 259, 278, 279, 280, 288, 289, 290, 298, 299, 309, 310, 318, 319</p> <p><b>TG U4:</b> 58, 59, 60, 239, 258, 259, 318, 319, 320</p>
<p><b>LAFS.4.W.3.8</b> 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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U1:</b> 108, 109, 110, 258, 259, 260</p> <p><b>TG U3:</b> 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</p> <p><b>TG U4:</b> 18, 19, 20, 60, 239, 249, 258, 259, 278, 279, 298, 299, 318, 319, 320, 349, 359, 360</p>
<p><b>LAFS.4.W.3.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U1:</b> 68, 69, 70</p> <p><b>TG U2:</b> 48, 49, 50, 228, 229, 230, 238, 239, 240, 248, 249, 250, 258, 259, 260, 268, 269, 270, 278, 279, 280, 288, 289, 290, 308, 309, 310, 348, 349, 350</p> <p><b>TG U3:</b> 78, 79, 80, 88, 89, 90, 98, 99, 100, 108, 109, 110, 118, 119, 120, 268, 269, 270, 278, 279, 280, 328</p>
<p><b>a.</b> 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><b>TG U1:</b> 68, 69, 70</p> <p><b>TG U2:</b> 48, 49, 50, 228, 229, 230, 238, 239, 240, 248, 249, 250, 258, 259, 260, 268, 269, 270</p> <p><b>TG U3:</b> 78, 79, 80, 88, 89, 90, 98, 99, 100, 108, 109, 110, 118, 119, 120</p>
<p><b>b.</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><b>TG U2:</b> 278, 279, 280, 288, 289, 290, 308, 309, 310, 348, 349, 350</p> <p><b>TG U3:</b> 268, 269, 270, 278, 279, 280, 328</p>

**A Correlation of ReadyGEN ©2016 to the  
School District of Lee County Language Arts Florida Standards (LAFS)  
Grade 4**

<b>School District of Lee County Language Arts Florida Standards (LAFS)</b>	<b>ReadyGEN ©2016</b>
<b>Cluster 4: Range of Writing</b>	
<p><b>LAFS.4.W.4.10</b> 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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U1:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140, 192-199, 310, 320, 330, 340, 350, 360, 370, 380, 390, 392-399</p> <p><b>TG U2:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 192-199, 320, 330, 340, 350, 360, 370, 380, 390, 392-399</p> <p><b>TG U3:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 192-199, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 392-399</p> <p><b>TG U4:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 192-199, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 392-399</p>
<b>Strand: STANDARDS FOR SPEAKING AND LISTENING</b>	
<b>Cluster 1: Comprehension and Collaboration</b>	
<p><b>LAFS.4.SL.1.1</b> 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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382</p> <p><b>TG U2:</b> 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><b>TG U3:</b> 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><b>TG U4:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382</p>



**A Correlation of ReadyGEN ©2016 to the  
School District of Lee County Language Arts Florida Standards (LAFS)  
Grade 4**

<b>School District of Lee County Language Arts Florida Standards (LAFS)</b>	<b>ReadyGEN ©2016</b>
<p><b>a.</b> 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><b>TG U1:</b> 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  <b>TG U2:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 323, 333, 343, 353, 363, 373, 383  <b>TG U3:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 323, 333, 343, 353, 363, 373, 383, 393  <b>TG U4:</b> 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><b>b.</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>TG U1:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 244, 254, 264, 274, 284, 294, 304, 314, 324  <b>TG U2:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314  <b>TG U3:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314  <b>TG U4:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p>
<p><b>c.</b> 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><b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382  <b>TG U2:</b> 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  <b>TG U3:</b> 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  <b>TG U4:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382</p>

**A Correlation of ReadyGEN ©2016 to the  
School District of Lee County Language Arts Florida Standards (LAFS)  
Grade 4**

<b>School District of Lee County Language Arts Florida Standards (LAFS)</b>	<b>ReadyGEN ©2016</b>
<p><b>d.</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p><b>TG U1:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 244, 254, 264, 274, 284, 294, 304, 314, 324  <b>TG U2:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314  <b>TG U3:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314  <b>TG U4:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p>
<p><b>LAFS.4.SL.1.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>TG U1:</b> 216, TR2, TR5  <b>TG U2:</b> TR2, TR5  <b>TG U3:</b> 27, 239, 267, TR2, TR5  <b>TG U4:</b> 227, TR2, TR5</p>
<p><b>LAFS.4.SL.1.3</b> Identify the reasons and evidence a speaker provides to support particular points.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U2:</b> 230, 250, 270, 280, 300, 310, 320</p>
<b>Cluster 2: Presentation of Knowledge and Ideas</b>	
<p><b>LAFS.4.SL.2.4</b> 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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U1:</b> 20, 30, 40, 50, 80, 100, 130, 198, 270, 280, 290, 300, 310, 320, 330, 360, 380, 398  <b>TG U2:</b> 20, 30, 60, 130, 140, 150, 198  <b>TG U3:</b> 240, 250, 260, 270, 280, 290, 300, 320, 330, 340, 350, 360, 390, 398  <b>TG U4:</b> 20, 40, 70, 90, 110, 120, 130, 190, 198</p>

**A Correlation of ReadyGEN ©2016 to the  
School District of Lee County Language Arts Florida Standards (LAFS)  
Grade 4**

<b>School District of Lee County Language Arts Florida Standards (LAFS)</b>	<b>ReadyGEN ©2016</b>
<p><b>LAFS.4.SL.2.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U1:</b> 194, 380  <b>TG U2:</b> 189, 190, 194, 390  <b>TG U3:</b> 189, 190, 194, 300, 394, 398  <b>TG U4:</b> 194, 198, 390, 394</p>
<p><b>LAFS.4.SL.2.6</b> 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. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>TG U1:</b> 384, 386  <b>TG U4:</b> 398</p>
<b>Strand: LANGUAGE STANDARDS</b>	
<b>Cluster 1: Conventions of Standard English</b>	
<p><b>LAFS.4.L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>TG U1:</b> 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 241, 251, 261, 271, 281, 291, 301, 311  <b>TG U2:</b> 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 241, 251, 261, 271, 281, 291, 301, 311  <b>TG U3:</b> 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 241, 251, 261, 271, 281, 291, 301, 311  <b>TG U4:</b> 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 221, 241, 251, 261, 274, 275, 276, 277, 291, 301, 311</p>
<p><b>a.</b> Demonstrate legible cursive writing skills.</p>	<p><b>TG U1:</b> 40</p>

**A Correlation of ReadyGEN ©2016 to the  
School District of Lee County Language Arts Florida Standards (LAFS)  
Grade 4**

<b>School District of Lee County Language Arts Florida Standards (LAFS)</b>	<b>ReadyGEN ©2016</b>
<b>b.</b> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	<b>TG U1:</b> 40, 41, 60, 61 <b>TG U2:</b> 120, 121 <b>TG U3:</b> 40, 41, 170, 171, 230, 231, 240, 241, 250, 251 <b>TG U4:</b> 40, 41, 150, 151, 220, 221, 240, 241, 260, 261, 370, 371
<b>c.</b> Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	<b>TG U1:</b> 90, 91, 350, 351 <b>TG U2:</b> 140, 141, 160, 161, 350, 351 <b>TG U3:</b> 20, 21, 140, 141, 300, 301, 370, 371 <b>TG U4:</b> 90, 91, 250, 251, 320, 321
<b>d.</b> Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	<b>TG U1:</b> 100, 101, 150, 151, 320, 321, 360, 361 <b>TG U3:</b> 30, 31, 90, 91, 260, 261, 320, 321 <b>TG U4:</b> 110, 111, 300, 301, 330, 331
<b>e.</b> Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	<b>TG U1:</b> 81 <b>TG U2:</b> 30, 31 <b>TG U3:</b> 110, 111, 130, 131, 340, 341 <b>TG U4:</b> 20, 21, 340, 341, 350, 351
<b>f.</b> Form and use prepositional phrases.	<b>TG U1:</b> 130, 131, 330, 331 <b>TG U2:</b> 110, 111 <b>TG U3:</b> 70, 71, 150, 151, 350, 351, 360, 361 <b>TG U4:</b> 80, 81, 290, 291, 390, 391
<b>g.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	<b>TG U1:</b> 110, 111, 121, 140, 141, 240, 241, 280, 281, 290, 291, 300, 301, 310, 311 <b>TG U2:</b> 70, 71, 80, 81, 100, 101, 300, 301, 320, 321 <b>TG U3:</b> 220, 221, 280, 281, 290, 291 <b>TG U4:</b> 130, 131
<b>h.</b> Correctly use frequently confused words (e.g., to, too, two; there, their).	<b>TG U1:</b> 190, 191, 370, 371, 390, 391 <b>TG U2:</b> 150, 151 <b>TG U3:</b> 100, 101, 160, 161

**A Correlation of ReadyGEN ©2016 to the  
School District of Lee County Language Arts Florida Standards (LAFS)  
Grade 4**

<b>School District of Lee County Language Arts Florida Standards (LAFS)</b>	<b>ReadyGEN ©2016</b>
<p><b>LAFS.4.L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p><b>TG U1:</b> 178, 179, 180, 368, 370  <b>TG U2:</b> 40, 41, 50, 51, 170, 171, 190, 191, 220, 221, 230, 231, 240, 241, 260, 261, 280, 281, 290, 291, 330, 331, 360, 361, 370, 371, 380, 381  <b>TG U3:</b> 50, 51, 80, 81, 120, 121, 180, 181, 190, 191, 270, 271, 310, 311, 330, 331, 380, 381, 390, 391  <b>TG U4:</b> 120, 121, 140, 141, 160, 161, 180, 181, 190, 191, 230, 231, 270, 271, 280, 281, 310, 311, 360, 361, 380, 381</p>
<p><b>a.</b> Use correct capitalization.</p>	<p><b>TG U1:</b> 160, 161  <b>TG U2:</b> 190, 191, 220, 221, 230, 231, 240, 241  <b>TG U3:</b> 50, 51</p>
<p><b>b.</b> Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p><b>TG U1:</b> 170, 171, 180, 181  <b>TG U2:</b> 40, 41, 50, 51, 170, 171, 260, 261, 290, 291  <b>TG U3:</b> 80, 81, 270, 271, 390, 391  <b>TG U4:</b> 120, 121, 230, 231, 280, 281, 360, 361</p>
<p><b>c.</b> Use a comma before a coordinating conjunction in a compound sentence.</p>	<p><b>TG U2:</b> 90, 91, 311, 330, 331, 360, 361  <b>TG U3:</b> 120, 121, 180, 181, 330, 331, 380, 381  <b>TG U4:</b> 140, 141, 180, 181, 270, 271, 380, 381</p>
<p><b>d.</b> Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>TG U1:</b> 180, 370, 380, 381  <b>TG U2:</b> 180, 181, 370, 371, 380, 381  <b>TG U3:</b> 310, 311  <b>TG U4:</b> 190, 191, 310, 311</p>

**A Correlation of ReadyGEN ©2016 to the  
School District of Lee County Language Arts Florida Standards (LAFS)  
Grade 4**

<b>School District of Lee County Language Arts Florida Standards (LAFS)</b>	<b>ReadyGEN ©2016</b>
<b>Cluster 2: Knowledge of Language</b>	
<p><b>LAFS.4.L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U1:</b> 384, 385, 386  <b>TG U2:</b> 69, 70, 79, 80, 149, 150  <b>TG U3:</b> 126, 127, 259, 260, 364, 365, 366, 367, 369, 370  <b>TG U4:</b> 34, 38, 43, 124, 126, 127, 274, 275, 276, 277</p>
<p><b>a.</b> Choose words and phrases to convey ideas precisely.</p>	<p><b>TG U2:</b> 69, 70, 79, 80, 149, 150  <b>TG U3:</b> 126, 127, 259, 260, 364, 365, 366, 367, 369, 370  <b>TG U4:</b> 124, 126, 127, 274, 275, 276, 277</p>
<p><b>b.</b> Choose punctuation for effect.</p>	<p><b>TG U4:</b> 34, 38, 43</p>
<p><b>c.</b> 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><b>TG U1:</b> 384, 385, 386</p>
<b>Cluster 3: Vocabulary Acquisition and Use</b>	
<p><b>LAFS.4.L.3.4</b> 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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>TG U1:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 213, 223, 233, 253, 263, 273, 293, 303, 333, 343, 353  <b>TG U2:</b> 13, 23, 33, 43, 53, 73, 93, 103, 113, 123, 133, 143, 153, 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313, 323, 343, 353  <b>TG U3:</b> 13, 23, 33, 43, 53, 63, 73, 83, 103, 143, 153, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 303, 323, 333, 343, 353, 383, FS2, FS3, FS4  <b>TG U4:</b> 13, 23, 33, 43, 53, 73, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293, 294, 303, 304</p>
<p><b>a.</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p><b>TG U1:</b> 44, 45, 46, 47, 316, 363  <b>TG U2:</b> 172, FS11–FS13  <b>TG U3:</b> 144, 145, 146, 147, 254, 255, 256, 257,  <b>TG U4:</b> 154, 155, 156, 157</p>

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Grade 4**

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<p><b>b.</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p><b>TG U2:</b> 12, 22, 32, 42, 52, 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, FS2–FS4, FS14–FS16, FS20–FS22  <b>TG U3:</b> 112, 122, 132, 142, 152, 212, 222, 232, 242, 252, FS8–FS10, FS14–FS16  <b>TG U4:</b> 212, 222, 232, 242, 252, 362, 372, 382, FS14–FS16, FS23–FS25</p>
<p><b>c.</b> 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><b>TG U1:</b> 213, 381, FS15, FS17, FS18, FS23–FS25  <b>TG U2:</b> 180, 181, 224, 371, 381, 390, 391, FS3, FS6, FS9, FS11–FS14, FS16, FS18, FS19, FS21, FS23  <b>TG U3:</b> 63, 64, 292, 311, 312, 322, 343, 352, 370, 392, FS2, FS3, FS6, FS7, FS11–FS24  <b>TG U4:</b> 213, 234, 262, 272, 292, 302, 322, 352</p>
<p><b>LAFS.4.L.3.5</b> Demonstrate understanding of word relationships, and nuances in word meanings.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>TG U1:</b> 63, 83, 153, 213, 273, 283, 303, 333, 334, 335, FS17–FS19  <b>TG U2:</b> 33, 87, 96, 97, 103, 113, 114, 116, 117, 119, 123, 143, 226, 227, 283, 313, 343  <b>TG U3:</b> 53, 54, 56, 57, 73, 84, 86, 87, 103, 113, 124, 126, 127, 134, 262, 272, 282, 292, 302, FS17–FS19  <b>TG U4:</b> 13, 17, 33, 53, 63, 67, 73, 83, 84, 85, 86, 87, 93, 97, 254, 255, 256, 257, 323, 373</p>
<p><b>a.</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>	<p><b>TG U2:</b> 33, 113, 114, 116, 117, 119  <b>TG U3:</b> 53, 54, 56, 57, 84, 86, 87, 113, 134  <b>TG U4:</b> 63, 73, 84, 85, 86, 87</p>
<p><b>b.</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><b>TG U1:</b> 63, 83, 153, 213, 273, 283, 303, 333  <b>TG U2:</b> 87, 96, 97, 103, 123, 143, 283, 313, 343  <b>TG U3:</b> 73, 103  <b>TG U4:</b> 13, 17, 33, 53, 67, 83, 93, 97, 323, 373</p>

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<p><b>c.</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><b>TG U1:</b> 334, 335, FS17–FS19  <b>TG U2:</b> 226, 227  <b>TG U3:</b> 124, 126, 127, 262, 272, 282, 292, 302, FS17–FS19  <b>TG U4:</b> 254, 255, 256, 257</p>
<p><b>LAFS.4.L.3.6</b> Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p><b>TG U1:</b> 23, 43, 64, 73, 74, 83, 84, 104, 124, 144, 154, 164, 184, 213, 214, 223, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324  <b>TG U2:</b> 54, 64, 74, 84, 94, 114, 124, 134, 144, 154, 164, 174, 184, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334, 344, 354, 364  <b>TG U3:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314  <b>TG U4:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 235, 244, 254, 264, 274, 284, 292, 293, 294</p>