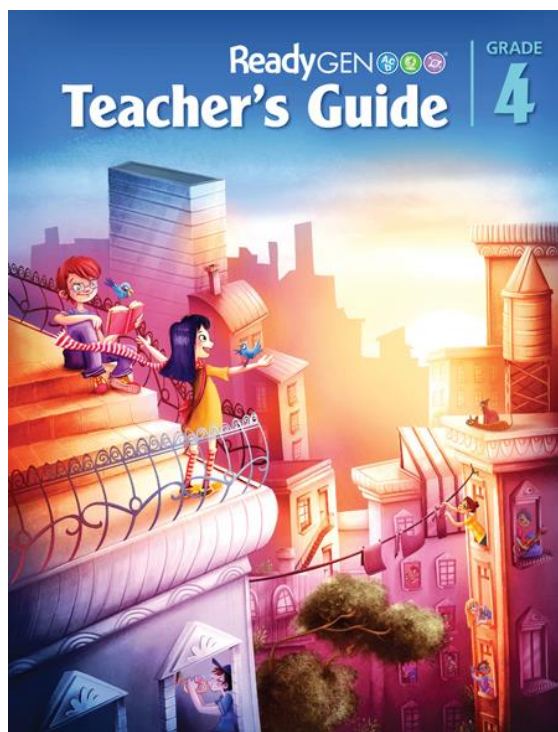


A Correlation of

ReadyGEN

Grade 4, ©2016



To the

**Massachusetts Curriculum Framework
2017 English Language Arts and Literacy**

Grade 4

A Correlation of ReadyGEN, Grade 4 ©2016 to the Massachusetts Curriculum Framework 2017 English Language Arts and Literacy

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Massachusetts Curriculum Framework 2017 English Language Arts and Literacy*. Correlation page references are to the Unit Module Teacher's Guides and are cited by grade, unit and page references.

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

Authentic Text at the Core of Instruction

- The only elementary literacy program that puts a library of 12 authentic trade books in the hands of every child
- Cohesive text sets that provide a springboard into the exploration of language, literacy, and collaboration
- Digital access to every trade book to shift students' behavior from passive to active learning

Supportive, Flexible, and Customizable

- Foundational skills instruction and practice built into every lesson
- An Interactive Teacher's Guide for point-of-use access to close reading support, note-sharing, and modeling videos
- A variety of scaffolding strategies promoting instructional equity and access to rigorous text for all students
- Meaningful Center Activities aligned to ReadyGEN texts, writing modes, and Enduring Understandings
- Ability to rearrange content, add links and information, upload resources, and build your own tests for a personalized experience
- Professional development for customization and instructional support

Assessment for Responsive Teaching

- Various assessment opportunities for you to use with students to monitor their progress toward college and career readiness
- Baseline Assessments
- Formative checkpoints throughout instruction
- Performance-Based Assessments at the end of every module
- Access to technology-enhanced items
- Summative, End-of-Unit assessments

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Massachusetts Curriculum Framework 2017 English Language Arts and Literacy	ReadyGEN Grade 4 ©2016
Grade 4 Reading Standards	
Grade 4 Reading Standards for Literature [RL]	
Key Ideas and Details	
<p>1. Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.</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>2. Determine a theme of a story, drama, or poem from details in the text; summarize a text.</p>	<p>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</p>
<p>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>TG U1: 17, 23, 24, 26, 27, 33, 34, 53, 54, 56, 57, 63, 64, 66, 67, 73, 83, 86, 87 TG U2: 12, 13, 14, 15, 16, 17, 52, 53, 55, 56, 57, 62, 63, 66, 72, 73, 156, 162, 163, 164, 165, 166, 167, 212, 213, 214, 215, 216, 217, 222 TG U3: 92, 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 112, 113, 293, 302, 303, 304, 305, 306, 307 TG U4: 12, 13, 14, 16, 17, 22, 23, 27, 32, 33, 34, 42, 43, 44, 52, 53, 72, 165, 166, 167, 172, 173, 182, 183, 292, 293, 294, 295, 296, 297, 372, 373</p>

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Craft and Structure	
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>); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	<p>TG U1: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 77, 83, 84, 174, 184</p> <p>TG U2: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 83, 84, 93, 113, 114, 115, 116, 117, 118, 119, 174, 182, 184, 213, 214, 223, 224, 233, 234, 243, 244, 253, 254, 263</p> <p>TG U3: 53, 54, 56, 57, 83, 84, 85, 86, 87, 103, 104, 105, 106, 107, 113, 124, 125, 126, 127, 134, 135, 142, 143, 144, 145, 146, 147, 283, 294, 313, 383</p> <p>TG U4: 13, 14, 23, 33, 34, 43, 44, 53, 63, 64, 73, 74, 83, 84, 85, 86, 87, 93, 303, 313, 323, 333, 373, 374, 383, 384</p>
5. Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.	<p>TG U1: 222, 242, 262</p> <p>TG U2: 39, 45</p> <p>TG U3: 72, 92, 94, 95, 96, 97, 112, 113, 114, 115, 116, 117, 122, 123, 142, 143, 152, 153, 212, 282</p> <p>TG U4: 142, 272, 342, 352</p>
6. Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.	<p>TG U1: 32, 33, 34, 35</p> <p>TG U2: 32, 33, 34, 35, 176</p> <p>TG U3: 143</p> <p>TG U4: 23, 63, 144, 145, 146, 147, 324, 326, 327</p>
Integration of Knowledge and Ideas	
7. Make connections between a written story or drama and its visual or oral presentation, identifying where the presentation reflects specific descriptions and directions in the written text.	<p>TG U3: 184, 186, 187, 313, 384, 386</p> <p>TG U4: 24, 25, 26, 27, 372, 373</p>
8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)	Not applicable according to the Massachusetts Curriculum Framework 2017 English Language Arts and Literacy

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<p>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>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</p>
Range of Reading and Level of Text Complexity	
<p>10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4. (See more on qualitative and quantitative dimensions of text complexity.)</p>	<p>TG U1: 15, 25, 35, 45, 55, 65, 75, 85, 175, 185, 222, 242, 262 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 TG U3: 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 295, 305, 315, 375, 385 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>
Grade 4 Reading Standards for Informational Text [RI]	
Key Ideas and Details	
<p>1. Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.</p>	<p>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</p>

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<p>2. Determine the main idea of a text and explain how it is supported by key details; summarize a text.</p>	<p>TG U1: 122, 123, 124, 125, 126, 127, 142, 143, 144, 146, 147, 214, 215, 216, 217, 232, 233, 242, 243, 253, 262, 263, 282, 283, 292, 293</p> <p>TG U2: 272, 273, 274, 275, 276, 277, 304, 305, 306, 307, 322, 323, 324, 325, 326, 327, 342, 343, 344, 345, 346, 347, 353, 356, 357, 362</p> <p>TG U3: 22, 23, 42, 43, 162, 163, 164, 165, 166, 167, 222, 223, 232, 233, 242, 243, 244, 246, 247, 374, 376, 377</p> <p>TG U4: 212, 213, 214, 215, 216, 217, 222, 223, 224, 225, 226, 227, 232, 233, 236, 237, 242, 243, 262, 263, 264, 265, 266, 267, 272, 273, 282</p>
<p>3. Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.</p>	<p>TG U1: 127, 132, 212, 213, 222, 223, 232, 233, 242, 243, 272, 273, 274, 275, 323, 324, 325, 326, 327</p> <p>TG U2: 282, 283, 286, 287, 302, 303, 322, 323, 332, 333, 334, 335, 336, 337, 347</p> <p>TG U3: 13, 14, 15, 16, 17, 22, 23, 24, 32, 33, 34, 35, 42, 43, 53, 62, 63, 212, 213, 222, 223, 272, 273, 274, 276, 277, 322, 323, 324, 327, 342</p> <p>TG U4: 212, 213, 222, 223, 226, 227, 232, 233, 242, 243, 246, 262, 263, 266, 272, 273, 283, 342, 343, 344, 345, 346, 347, 352, 353</p>
Craft and Structure	
<p>4. 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>. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p>	<p>TG U1: 93, 94, 103, 104, 113, 114, 123, 124, 133, 134, 135, 143, 144, 316, 317, 324, 333, 334, 335, 343, 344, 353, 354, 364, 365, 366, 367</p> <p>TG U2: 273, 274, 283, 284, 294, 295, 296, 303, 304, 313, 314, 323, 324, 334, 343, 344, 353, 354, 363, 364, 366, 384</p> <p>TG U3: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 65, 66, 67, 134, 253, 254, 255, 256, 257, 263, 264, 273, 274, 283, 284, 314, 323, 324</p> <p>TG U4: 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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<p>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>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</p>
<p>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>TG U1: 363, 367 TG U3: 172, 173, 174, 176, 312, 313, 314, 315, 316, 317, 332, 333, 334, 362, 363</p>
Integration of Knowledge and Ideas	
<p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>TG U1: 242, 243, 244, 245, 246, 247, 274, 282, 283, 286, 287, 292, 293, 295, 296, 297, 302, 303, 305 TG U2: 323, 333, 343, 346, 347, 353 TG U3: 13, 16, 17, 23, 24, 25, 26, 27, 33, 43, 163, 187, 222, 223, 224, 225, 226, 227, 233, 243, 262, 263, 317, 322, 323, 373, 383 TG U4: 223, 253, 263, 272, 273, 282, 283, 286, 343, 362</p>
Connections to the Standards for Mathematical Practice	
<p><i>2. Reason abstractly and quantitatively.</i></p>	<p>TG U1: 10, 57, 166, 177, 210, 257, TG U2: 10, 57, 210, 257, 303, TR51, TR56, TR57 TG U3: 10, 43, 46, 57, 172, 210, 257 TG U4: 10, 13, 57, 210, 257, 329</p>
<p><i>6. Attend to precision. See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i></p>	<p>TG U1: 57, 98, 99, 100, 197, 298, 299, 300, 318, 319, 320 TG U2: 28, 68, 69, 70, 78, 79, 80, 98, 99, 100, 192 TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 258, 259, 260, 298, 299, 300, 368, 369, 370, 392, 394, 396 TG U4: 48, 49, 50, 60, 68, 69, 70, 88, 89, 90, 108, 109, 110, 118, 192, 196</p>

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<p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>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</p>
<p>9. Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.</p>	<p>TG U1: 172, 173, 174, 175, 176, 177, 322, 323, 372, 373, 374, 376, 377, 382, 383 TG U2: 292, 293, 372, 373, 376, 382, 383 TG U3: 132, 133, 167, 182, 183, 184, 185, 186, 312, 313, 314, 362, 363, 364, 366, 367, 372, 373, 382, 383, 384, 385, 386, 387 TG U4: 362, 363, 364, 365, 382, 383, 384, 385, 386, 387</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. (See more on qualitative and quantitative dimensions of text complexity.)</p>	<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 TG U2: 275, 285, 295, 305, 315, 325, 335, 345, 355, 385 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 TG U4: 215, 225, 235, 245, 255, 265, 275, 285, 345, 355, 365, 385</p>

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Grade 4 Reading Standards for Foundational Skills [RF]	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>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.</p>	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 372, 382, FS2–FS16, FS20–FS25</p> <p>TG U2: 12, 22, 32, 42, 52, 112, 122, 132, 142, 152, 162, 212, 222, 232, 382, 392, FS2–FS4, FS8–FS10, FS14–FS25</p> <p>TG U3: 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 382, FS5–FS16, FS20–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–FS7, FS14–FS16, FS20–FS25</p>
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
<p>a. Read grade-level text with purpose and understanding.</p>	<p>TG U1: 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 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, 282, 292, 302, 312</p> <p>TG U4: 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>
<p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>TG U1: 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</p> <p>TG U2: 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</p> <p>TG U3: 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</p> <p>TG U4: 17, 27, 67, 77, 87, 97, 117, 127, 157, 167, 177, 217, 227, 267, 277, 297, 317, 347, 357, 377, 387</p>

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<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TG U1: FS4, FS7, FS10, FS13, FS16, FS19, FS22, FS25 TG U2: 125, 225, 295, 317 TG U3: 277, 317, FS2–FS4, FS17–FS19 TG U4: 67, 97, 127, 167, 217, 277, 347, 387</p>
<p>Grade 4 Writing Standards [W]</p>	
<p>Text Types and Purposes</p>	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	
<p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer’s purpose.</p>	<p>TG U2: 218, 219, 220, 238, 239, 240, 248, 249, 250, 280, 338, 339, 340, 350 TG U3: 18, 19, 20, 48, 49, 50, 58, 59, 60, 88, 89, 90, 128, 129, 130, 192, 193, 194, 195, 196 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>
<p>b. Provide reasons that are supported by facts and details.</p>	<p>TG U1: 37 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 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 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>
<p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p>	<p>TG U2: 298, 299, 300, 358, 359, 360 TG U3: 68, 69, 70, 168, 169, 170, 192, 196 TG U4: 228, 230, 298, 299, 300, 368, 369, 370, 392</p>
<p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>TG U2: 368, 369, 370, 392, 396 TG U3: 100, 128, 148, 149, 150, 158, 159, 160, 192, 196 TG U4: 279, 280, 288, 289, 290, 338, 339, 340, 369, 370, 392</p>

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<i>In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.</i>	
Connections to the Standards for Mathematical Practice	
2. Reason abstractly and quantitatively.	TG U1: 10, 57, 166, 177, 210, 257, TG U2: 10, 57, 210, 257, 303, TR51, TR56, TR57 TG U3: 10, 43, 46, 57, 172, 210, 257 TG U4: 10, 13, 57, 210, 257, 329
3. Construct viable arguments and respond to the reasoning of others. See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.	TG U1: 159, 164, 165, 367 TG U2: 36, 219, 228, 230, 233, 248, 249, 250, 278, 388, 390, TR48 TG U3: 78, 158, 330 TG U4: 13, 33, 83, 298, 313, 314, 319, 320, 327, 334
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
a. Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	TG U1: 18, 19, 20, 28, 29, 30, 68, 69, 70, 88, 89, 90, 118, 119, 120, 218, 219, 220, 228, 229, 230, 248, 249, 250, 278, 279, 280, 288, 289 TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 268, 269, 270, 348, 349, 350, 392
b. 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
c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	TG U1: 158, 159, 160, 238, 239, 240 TG U3: 308, 309, 310, 392, 394, 396
d. Use precise language and domain-specific vocabulary to inform about 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
e. 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

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3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.	
a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.	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
b. Use dialogue and description to develop experiences or events or show responses 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
c. Use a variety of transitional words and phrases to manage sequence.	TG U2: 28, 88, 89, 90, 158, 159, 160, 178, 179, 180 TG U4: 78, 79, 80, 120, 148, 149, 150, 192, 196
d. Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.	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
e. Provide a sense of closure appropriate to the narrated experiences or events.	TG U2: 28, 129, 130, 168, 169, 170 TG U4: 100, 119, 120, 158, 159, 160, 192, 196
f. For poems, use patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) and visual patterns (e.g., line length, grouped lines as stanzas or verses) to create works that are distinctly different in form from prose narratives. (See grade 4 Reading Literature Standard 5.)	Supporting Content: TG U1: 72, 222, 254, 256, 257, 262 TG U2: 42, 45, 53, 67, 97, 297, 332 TG U3: 22, 72, 152, 212, 242, 282, 382 TG U4: 22, 142, 152, 272, 342, 352

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Production and Distribution of Writing	
4. 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>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>
5. Develop and strengthen writing as needed by planning, revising, and editing.	
a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).	<p>TG U1: 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</p> <p>TG U2: 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>TG U3: 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</p> <p>TG U4: 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>
b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).	<p>TG U1: 98, 99, 100, 158, 159, 160, 238, 239, 240, 298, 299, 300, 318, 319, 320</p> <p>TG U2: 28, 68, 69, 70, 78, 79, 80, 88, 89, 90, 98, 99, 100, 158, 159, 160, 178, 179, 180, 192, 298, 299, 300, 358, 359, 360</p> <p>TG U3: 68, 69, 70, 168, 169, 170, 192, 196, 218, 219, 220, 228, 229, 230, 238, 239, 240, 258, 259, 260, 298, 299, 300, 308, 309, 310, 368, 369, 370, 392, 394, 396</p> <p>TG U4: 48, 49, 50, 60, 68, 69, 70, 78, 79, 80, 88, 89, 90, 108, 109, 110, 120, 148, 149, 150, 192, 196, 228, 230, 298, 299, 300, 368, 369, 370, 392</p>

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Connections to the Standards for Mathematical Practice	
<p>6. Attend to precision. <i>See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i></p>	<p>TG U1: 57, 98, 99, 100, 197, 298, 299, 300, 318, 319, 320 TG U2: 28, 68, 69, 70, 78, 79, 80, 98, 99, 100, 192 TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 258, 259, 260, 298, 299, 300, 368, 369, 370, 392, 394, 396 TG U4: 48, 49, 50, 60, 68, 69, 70, 88, 89, 90, 108, 109, 110, 118, 192, 196</p>
<p>6. Use technology, including current web-based communication platforms, 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>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 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 TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 330, 340, 350, 360, 370, 380, 390 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>
Research to Build and Present Knowledge	
<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>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</p>
<p>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>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</p>

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<p>9. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.</p>	<p>TG U1: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 328, 338, 348, 358, 368, 378, 388</p> <p>TG U2: 18, 28, 38, 48, 49, 50, 58, 68, 98, 108, 128, 138, 148, 158, 168, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298, 308, 328, 348</p> <p>TG U3: 78, 79, 88, 89, 98, 99, 100, 110, 118, 119, 128, 129, 130, 138, 139, 158, 168</p> <p>TG U4: 18, 28, 38, 48, 58, 59, 68, 78, 88, 98, 108, 118, 119, 120, 128, 298, 318, 328, 329, 330, 338, 348, 349, 350, 378, 390</p>
Range of Writing	
<p>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>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</p> <p>TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 320, 330, 340, 350, 360, 370, 380, 390</p> <p>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</p> <p>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</p>
Grade 4 Speaking and Listening Standards [SL]	
Comprehension and Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	
<p>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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)</p>	<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>

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<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>TG U1: 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 TG U2: 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 TG U3: 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 TG U4: 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>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>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 322, 332, 342, 352, 362, 372, 382 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 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 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>
<p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>TG U1: 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 TG U2: 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 TG U3: 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 TG U4: 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>

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<i>Connections to the Standards for Mathematical Practice</i>	
<i>2. Reason abstractly and quantitatively.</i>	TG U1: 10, 57, 166, 177, 210, 257, TG U2: 10, 57, 210, 257, 303, TR51, TR56, TR57 TG U3: 10, 43, 46, 57, 172, 210, 257 TG U4: 10, 13, 57, 210, 257, 329
<i>3. Construct viable arguments and respond to the reasoning of others. See the pre-K-5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i>	TG U1: 159, 164, 165, 367 TG U2: 36, 219, 228, 230, 233, 248, 249, 250, 278, 388, 390, TR48 TG U3: 78, 158, 330 TG U4: 13, 33, 83, 298, 313, 314, 319, 320, 327, 334
2. Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TG U1: 216 TG U3: 24, 25, 26, 27, 162, 163, 164, 165, 166, 167, 222, 223, 224, 225, 226, 227, 242, 243, 244, 245, 246, 247 TG U4: 223, 227, 229, 253, 263, 297
<i>Connections to the Standards for Mathematical Practice</i>	
<i>2. Reason abstractly and quantitatively.</i>	TG U1: 10, 57, 166, 177, 210, 257, TG U2: 10, 57, 210, 257, 303, TR51, TR56, TR57 TG U3: 10, 43, 46, 57, 172, 210, 257 TG U4: 10, 13, 57, 210, 257, 329
<i>3. Construct viable arguments and respond to the reasoning of others.</i>	TG U1: 159, 164, 165, 367 TG U2: 36, 219, 228, 230, 233, 248, 249, 250, 278, 388, 390, TR48 TG U3: 78, 158, 330 TG U4: 13, 33, 83, 298, 313, 314, 319, 320, 327, 334
<i>6. Attend to precision. See the pre-K-5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i>	TG U1: 57, 98, 99, 100, 197, 298, 299, 300, 318, 319, 320 TG U2: 28, 68, 69, 70, 78, 79, 80, 98, 99, 100, 192 TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 258, 259, 260, 298, 299, 300, 368, 369, 370, 392, 394, 396 TG U4: 48, 49, 50, 60, 68, 69, 70, 88, 89, 90, 108, 109, 110, 118, 192, 196

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3. Identify the reasons and evidence a speaker provides to support particular points.	TG U2: 230, 250, 270, 280, 300, 310, 320, 330 TG U3: 112, 113, 140, 150, 230, 270, 282, 283, 290 TG U4: 30, 60, 90, 120, 130, 182, 183, 322, 323
Presentation of Knowledge and Ideas	
4. Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)	TG U1: 10, 20, 30, 40, 50, 57, 80, 100, 130, 198, 210, 257, 270, 280, 290, 300, 310, 320, 330, 360, 380, 398 TG U2: 10, 20, 30, 57, 60, 130, 140, 150, 198, 210, 257, TG U3: 10, 57, 210, 240, 250, 257, 260, 270, 280, 290, 300, 320, 330, 340, 350, 360, 390, 398 TG U4: 10, 20, 40, 57, 70, 90, 110, 120, 130, 190, 198, 210, 257
Connections to the Standards for Mathematical Practice	
<i>2. Reason abstractly and quantitatively.</i>	TG U1: 10, 57, 166, 177, 210, 257, TG U2: 10, 57, 210, 257, 303, TR51, TR56, TR57 TG U3: 10, 43, 46, 57, 172, 210, 257 TG U4: 10, 13, 57, 210, 257, 329
<i>3. Construct viable arguments and respond to the reasoning of others.</i>	TG U1: 159, 164, 165, 367 TG U2: 36, 219, 228, 230, 233, 248, 249, 250, 278, 388, 390, TR48 TG U3: 78, 158, 330 TG U4: 13, 33, 83, 298, 313, 314, 319, 320, 327, 334
<i>6. Attend to precision. See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i>	TG U1: 57, 98, 99, 100, 197, 298, 299, 300, 318, 319, 320 TG U2: 28, 68, 69, 70, 78, 79, 80, 98, 99, 100, 192 TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 258, 259, 260, 298, 299, 300, 368, 369, 370, 392, 394, 396 TG U4: 48, 49, 50, 60, 68, 69, 70, 88, 89, 90, 108, 109, 110, 118, 192, 196
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	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, 390, 394, 398

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6. Differentiate between contexts that call for formal English (e.g., presenting research findings) 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 and 3 for specific expectations.)	TG U1: 384, 386 TG U4: 398
Grade 4 Language Standards [L]	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
<i>Sentence Structure and Meaning</i>	
a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences. ⁹	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
b. Correctly use frequently confused words (e.g., <i>their/there</i>).	TG U1: 191, 371, 391 TG U2: 150, 151 TG U3: 100, 101, 160, 161
c. Use helping verbs, also known as auxiliaries (e.g., <i>can, may, might, should</i>), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.	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 relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.	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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e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.	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
<i>Word Usage</i>	
f. Form and use 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
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.	TG U1: 40 Students apply in all writing activities and exercises. TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 192-199, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 360, 370, 380, 390, 392-399 TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 192-199, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 360, 370, 380, 390, 392-399 TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 192-199, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 360, 370, 380, 390, 392-399 TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 192-199, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 360, 370, 380, 390, 392-399
b. Use correct capitalization.	TG U1: 161, 178, 180, 369, 370 TG U2: 190, 191, 220, 221, 230, 231, 240, 241 TG U3: 50, 51

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c. Use commas and quotation marks to mark direct speech and quotations from a text.	TG U1: 171, 181 TG U2: 40, 41, 50, 51, 170, 171, 260, 261, 290, 291 TG U3: 80, 81, 270, 271, 390, 391 TG U4: 40, 43, 100, 120, 121, 230, 231, 280, 281, 360, 361
d. Use a comma before a coordinating conjunction in a compound sentence.	TG U1: 111 TG U2: 90, 91, 311, 321, 331, 341, 360, 361 TG U3: 120, 121, 180, 181, 190, 191, 330, 331, 380, 381 TG U4: 140, 141, 180, 181, 270, 271, 380, 381
e. Spell grade-appropriate words correctly, consulting references as needed.	TG U1: 178, 180, 368, 369, 370, 381 TG U2: 181, 370, 371, 380, 381 TG U3: 310, 311 TG U4: 190, 191, 310, 311
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose words and phrases to convey ideas precisely. ¹⁰	TG U1: 74 TG U2: 68, 69, 70, 78, 79, 80, 148, 149, 150 TG U3: 64, 65, 66, 67, 124, 125, 126, 127, 258, 259, 260, 364, 365, 366, 367, 368, 369, 370 TG U4: 23, 33, 66, 124, 126, 127, 274, 275, 276, 277
b. Choose punctuation for effect.	TG U2: 281 TG U4: 34, 38, 40, 41, 43
c. Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion).	TG U1: 384, 385, 386

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Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<p>TG U1: 14, 24, 34, 44, 45, 46, 47, 54, 64, 74, 84, 94, 104, 114, 124, 294, 304, 314, 324, 334, 344, 354, 363, 364, 374, 384</p> <p>TG U2: 93, 113, 162, 172, 182, FS11–FS13</p> <p>TG U3: 144, 145, 146, 147, 153, 163, 254, 255, 256, 257, 343, 353, 373, 383</p> <p>TG U4: 154, 155, 156, 157, 213, 223, 243, 263, 273, 312, 323, 383</p>
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>TG U1: FS8–FS10, FS14–FS16, FS20–FS25</p> <p>TG U2: 12, 22, 32, 42, 52, 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, FS2–FS4, FS14–FS16, FS20–FS22</p> <p>TG U3: 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 362, 372, 382, FS5–FS16, FS23–FS25</p> <p>TG U4: 212, 222, 232, 242, 252, 362, 372, 382, FS5–FS7, FS14–FS16, FS23–FS25</p>
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>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>
d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., <i>hr.</i> , <i>min.</i> , <i>sec.</i>).	Supporting Content: TG U4: 32, 33, 39, 47, 73, 77, 83, 88, 92, 93, 103, 116, 183
e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <i>&</i> , <i>#</i> , <i>*</i>).	TG U2: 133, 144, 159, 222, 273, 287, 368, 381

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5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	TG U2: 33, 113, 114, 115, 116, 117, 118, 119 TG U3: 53, 54, 56, 57, 84, 85, 86, 87, 113, 134, 135, 283 TG U4: 63, 73, 84, 85, 86, 87, 93
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	TG U1: 63, 83, 153, 213, 273, 283, 303, 333 TG U2: 87, 94, 95, 96, 97, 103, 123, 143, 283, 313, 343 TG U3: 73, 103 TG U4: 33, 53, 67, 83, 97, 323, 373
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	TG U1: 334, 335, FS17–FS19 TG U2: 224, 226, 227 TG U3: 124, 126, 127, 262, 272, 282, 292, 302, FS17–FS19 TG U4: 254, 255, 256, 257

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<p>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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p>TG U1: 13, 14, 23, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 77, 83, 84, 93, 94, 103, 104, 113, 114, 123, 124, 133, 134, 135, 143, 144, 154, 164, 174, 184, 213, 214, 223, 224, 234, 244, 254, 264, 274, 284, 294, 304, 312, 314, 316, 317, 324, 333, 334, 335, 343, 344, 353, 354, 364, 365, 366, 367</p> <p>TG U2: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 83, 84, 93, 94, 113, 114, 115, 116, 117, 118, 119, 124, 134, 144, 154, 164, 174, 182, 184, 213, 214, 223, 224, 233, 234, 243, 244, 253, 254, 263, 264, 273, 274, 283, 284, 294, 295, 296, 303, 304, 313, 314, 323, 324, 334, 343, 344, 353, 354, 363, 364, 366, 384</p> <p>TG U3: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 56, 57, 63, 64, 65, 66, 67, 74, 83, 84, 85, 86, 87, 94, 103, 104, 105, 106, 107, 113, 114, 124, 125, 126, 127, 134, 135, 142, 143, 144, 145, 146, 147, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 283, 284, 294, 304, 313, 314, 383</p> <p>TG U4: 13, 14, 23, 24, 33, 34, 34, 44, 53, 54, 63, 64, 73, 74, 83, 84, 85, 86, 87, 93, 94, 114, 124, 134, 144, 154, 164, 174, 184, 213, 214, 223, 224, 233, 234, 235, 243, 244, 253, 254, 255, 256, 257, 263, 264, 273, 274, 283, 284, 292, 293, 294, 303, 313, 314, 323, 324, 333, 344, 354, 363, 364, 373, 374, 383, 384</p>
Connections to the Standards for Mathematical Practice	
<p>6. Attend to precision. <i>See the pre-K-5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i></p>	<p>TG U1: 57, 98, 99, 100, 197, 298, 299, 300, 318, 319, 320</p> <p>TG U2: 28, 68, 69, 70, 78, 79, 80, 98, 99, 100, 192</p> <p>TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 258, 259, 260, 298, 299, 300, 368, 369, 370, 392, 394, 396</p> <p>TG U4: 48, 49, 50, 60, 68, 69, 70, 88, 89, 90, 108, 109, 110, 118, 192, 196</p>