Twig ELA Correlations

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Reading Literature	
Key Ideas and Details	**Twig ELA Correlation**
4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	*G4M5 Super Survivors* DQ1 L7 TE pp.50–58, TB pp.25–26
4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	*G4M5 Super Survivors* DQ1 L7 TE pp.50–58, TB pp.25–26
Craft and Structure	**Twig ELA Correlation**
4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	
4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.	
4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	
Integration of Knowledge and Ideas	**Twig ELA Correlation**
4.RL.7 Make connections between the text of a story or	

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drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	
4.RL.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	
Range of Reading and Level of Text Complexity	**Twig ELA Correlation**
4.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Reading Informational Text	
Key Ideas and Details	**Twig ELA Correlation**
4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	*G4M1 Egg Racers* DQ1 L3 TE pp.74–79, TB pp.21–26 *G4M2 Sparks Energy, Inc.* DQ1 L3 TE pp.20–25, TB pp.7–13 DQ2 L1 TE pp.58–63, TB pp.25–32 DQ2 L5 TE pp.82–87, TB pp.39–44 DQ2 L10 TE pp.116–120, TB pp.54–56 DQ3 L2 TE pp.136–141, TB pp.69–70 DQ3 L3 TE pp.142–149, TB pp.71–76 *G4M3 Time-Traveling Tour Guides*

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	DQ1 L3 TE pp.22–27, TB pp.7–12 DQ2 L2 TE pp.46–52, TB pp.19–24 DQ2 L3 TE pp.54–61, TB pp.25–31 DQ4 L1 TE pp.110–117, TB pp.47–48 ***G4M4 Earthquake Engineering*** DQ1 L5 TE pp.34–41, TB pp.13–20 DQ2 L4 TE pp.72–79, TB pp.33–38 DQ2 L5 TE pp.80–87, TB pp.39–46 DQ3 L4 TE pp.116–122, TB pp.59–66 DQ5 L2 TE pp.156–161, TB pp.81–82 DQ5 L3 TE pp.162–167, TB pp.83–89 ***G4M5 Super Survivors*** DQ1 L2 TE pp.14–21, TB pp.5–12 DQ2 L4 TE pp.88–96, TB pp.37–46 DQ3 L5 TE pp.132–137, TB pp.61–66 DQ4 L3 TE pp.166–173, TB pp.75–82 DQ5 L2 TE pp.214–221, TB pp.97–104 DQ6 L5 TE pp.294–301, TB pp.133–136
4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	***G4M2 Sparks Energy, Inc.*** DQ1 L3 TE pp.20–25, TB pp.7–13 DQ2 L1 TE pp.58–63, TB pp.25–32 ***G4M5 Super Survivors*** DQ2 L4 TE pp.88–96, TB pp.37–46 DQ4 L3 TE pp.166–173, TB pp.75–82 DQ5 L2 TE pp.214–221, TB pp.97–104 DQ6 L5 TE pp.294–301, TB pp.133–136

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4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	*G4M2 Sparks Energy, Inc.* DQ1 L3 TE pp.20–25, TB pp.7–13 *G4M4 Earthquake Engineering* DQ2 L5 TE pp.80–87, TB pp.39–46 DQ5 L3 TE pp.162–167, TB pp.83–89 *G4M5 Super Survivors* DQ3 L5 TE pp.132–137, TB pp.61–66 DQ5 L2 TE pp.214–221, TB pp.97–104
Craft and Structure	**Twig ELA Correlation**
4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	*G4M2 Sparks Energy, Inc.* DQ1 L3 TE pp.20–25, TB pp.7–13 DQ2 L1 TE pp.58–63, TB pp.25–32 DQ2 L5 TE pp.82–87, TB pp.39–44 DQ2 L10 TE pp.116–120, TB pp.54–56 DQ3 L1 TE pp.128–135, TB pp.59–68 DQ3 L3 TE pp.142–149, TB pp.71–76 *G4M3 Time-Traveling Tour Guides* DQ2 L3 TE pp.54–61, TB pp.25–31 *G4M4 Earthquake Engineering* DQ1 L5 TE pp.34–41, TB pp.13–20 DQ2 L4 TE pp.72–79, TB pp.33–38 *G4M5 Super Survivors* DQ2 L4 TE pp.88–96, TB pp.37–46

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	DQ3 L5 TE pp.132–137, TB pp.61–66 DQ4 L3 TE pp.166–173, TB pp.75–82 DQ6 L5 TE pp.294–301, TB pp.133–136
4.RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	***G4M2 Sparks Energy, Inc.*** DQ1 L3 TE pp.20–25, TB pp.7–13 DQ2 L5 TE pp.82–87, TB pp.39–44 ***G4M3 Time-Traveling Tour Guides*** DQ2 L3 TE pp.54–61, TB pp.25–31 DQ4 L1 TE pp.110–117, TB pp.47–48 ***G4M5 Super Survivors*** DQ5 L2 TE pp.214–221, TB pp.97–104 DQ6 L5 TE pp.294–301, TB pp.133–136
4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	
Integration of Knowledge and Ideas	**Twig ELA Correlation**
4.RI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	***G4M2 Sparks Energy, Inc.*** DQ2 L1 TE pp.58–63, TB pp.25–32 DQ3 L1 TE pp.128–135, TB pp.59–68 ***G4M3 Time-Traveling Tour Guides*** DQ2 L3 TE pp.54–61, TB pp.25–31 ***G4M4 Earthquake Engineering*** DQ2 L1 TE pp.48–54, TB pp.23–25

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	DQ2 L5 TE pp.80–87, TB pp.39–46 DQ5 L3 TE pp.162–167, TB pp.83–89 *G4M5 Super Survivors* DQ2 L4 TE pp.88–96, TB pp.37–46 DQ4 L3 TE pp.166–173, TB pp.75–82 DQ5 L2 TE pp.214–221, TB pp.97–104
4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.	*G4M2 Sparks Energy, Inc.* DQ1 L3 TE pp.20–25, TB pp.7–13 *G4M3 Time-Traveling Tour Guides* DQ4 L1 TE pp.110–117, TB pp.47–48 *G4M5 Super Survivors* DQ2 L4 TE pp.88–96, TB pp.37–46 DQ4 L3 TE pp.166–173, TB pp.75–82 DQ5 L2 TE pp.214–221, TB pp.97–104
4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	*G4M3 Time-Traveling Tour Guides* DQ1 L3 TE pp.22–27, TB pp.7–12 DQ2 L2 TE pp.46–52, TB pp.19–24 DQ2 L3 TE pp.54–61, TB pp.25–31 DQ4 L1 TE pp.110–117, TB pp.47–48 *G4M4 Earthquake Engineering* DQ2 L5 TE pp.80–87, TB pp.39–46 DQ3 L4 TE pp.116–122, TB pp.59–66
Range of Reading and Level of Text Complexity	**Twig ELA Correlation**

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4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	*G4M5 Super Survivors* DQ2 L4 TE pp.88–96, TB pp.37–46 DQ3 L5 TE pp.132–137, TB pp.61–66 DQ4 L3 TE pp.166–173, TB pp.75–82
Writing	
Text Types and Purposes	**Twig ELA Correlation**
4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
4.W.1a 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.	
4.W.1b Provide reasons that are supported by facts and details.	
4.W.1c Link opinion and reasons using words and phrases.	
4.W.1d Provide a concluding statement or section related to the opinion presented.	
4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	*G4M1 Egg Racers* DQ2 L4 TE pp.122–127, TB pp.42–44
4.W.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.	*G4M2 Sparks Energy, Inc.* DQ1 L7 TE pp.44–50, TB pp.20–22 DQ3 L4 TE pp.150–155, TB pp.77–79 DQ3 L7 TE pp.168–173, TB pp.84–86

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4.W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	*G4M4 Earthquake Engineering* DQ2 L2 TE pp.56–63, TB pp.26–29 *G4M5 Super Survivors* DQ1 L7 TE pp.50–58, TB pp.25–26 DQ6 L10 TE pp.238–333, TB pp.146–148
4.W.2c Link ideas within categories of information using words and phrases.	
4.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	
4.W.2e Provide a concluding statement or section related to the information or explanation presented.	
4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	*G4M4 Earthquake Engineering* DQ1 L3 TE pp.20–27, TB pp.7–9
4.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
4.W.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	
4.W.3c Use a variety of transitional words and phrases to manage the sequence of events.	
4.W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	
4.W.3e Provide a conclusion that follows from the narrated experiences or events.	

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Production and Distribution of Writing	Twig ELA Correlation
4.W.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.)	*G4M2 Sparks Energy, Inc.* DQ1 L7 TE pp.44–50, TB pp.20–22 DQ2 L9 TE pp.110–114, TB pp.51–53 *G4M4 Earthquake Engineering* DQ5 L4 TE pp.168–173, TB pp.90–92 DQ6 L3 TE pp.192–197, TB pp.98–99 *G4M5 Super Survivors* DQ1 L7 TE pp.50–58, TB pp.25–26 DQ6 L3 TE pp.282–287, TB pp.128–129 DQ6 L10 TE pp.328–333, TB pp.146–148
4.W.5 With guidance and support from peers, 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.)	*G4M2 Sparks Energy, Inc.* DQ3 L4 TE pp.150–155, TB pp.77–79 *G4M5 Super Survivors* DQ6 L9 TE pp.324–327, TB p.145
4.W.6 With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	
Research to Build and Present Knowledge	**Twig ELA Correlation**
4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	*G4M2 Sparks Energy, Inc.* DQ2 L9 TE pp.110–114, TB pp.51–53 DQ3 L7 TE pp.168–173, TB pp.84–86

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	G4M4 Earthquake Engineering DQ5 L2 TE pp.156–161, TB pp.81–82 DQ6 L4 TE pp.198–201, TB p.100 *G4M5 Super Survivors* DQ1 L7 TE pp.50–58, TB pp.25–26
4.W.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.	*G4M1 Egg Racers* DQ3 L4 TE pp.160–165, TB pp.57–58 *G4M4 Earthquake Engineering* DQ1 L5 TE pp.34–41, TB pp.13–20 DQ2 L4 TE pp.72–79, TB pp.33–38
4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	*G4M1 Egg Racers* DQ1 L3 TE pp.74–79, TB pp.21–26 *G4M2 Sparks Energy, Inc.* DQ3 L7 TE pp.168–173, TB pp.84–86 *G4M4 Earthquake Engineering* DQ2 L5 TE pp.80–87, TB pp.39–46 DQ3 L4 TE pp.116–122, TB pp.59–66 DQ5 L3 TE pp.162–167, TB pp.83–89 *G4M5 Super Survivors* DQ1 L7 TE pp.50–58, TB pp.25–26 DQ3 L5 TE pp.132–137, TB pp.61–66
Range of Writing	**Twig ELA Correlation**

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4.W.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.	*G4M2 Sparks Energy, Inc.* DQ1 L7 TE pp.44–50, TB pp.20–22 *G4M4 Earthquake Engineering* DQ6 L3 TE pp.192–197, TB pp.98–99 DQ6 L4 TE pp.198–201, TB p.100 *G4M5 Super Survivors* DQ6 L3 TE pp.282–287, TB pp.128–129
Speaking and Listening	
Comprehension and Collaboration	**Twig ELA Correlation**
4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	*G4M1 Egg Racers* DQ1 L1 TE pp.58–65, TB pp.17–18 DQ1 L2 TE pp.66–73, TB pp.19–20 DQ1 L3 TE pp.74–79, TB pp.21–26 DQ1 L4 TE pp.80–87, TB pp.27–29 DQ2 L1 TE pp.100–107, TB pp.35–36 DQ2 L2 TE pp.108–115, TB pp.37–40 DQ2 L3 TE pp.116–121, TB p.41 DQ3 L1 TE pp.134–143, TB pp.47–50 DQ3 L2 TE pp.144–151, TB pp.51–53 DQ3 L4 TE pp.160–165, TB pp.57–58 DQ4 L1 TE pp.176–183, TB pp.61–62 DQ4 L2 TE pp.184–191, TB pp.63–64 DQ4 L5 TE pp.202–206, TB p.70 *G4M2 Sparks Energy, Inc.* DQ1 L1 TE pp.8–13, TB pp.3–4
4.SL.1a 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.	
4.SL.1b Follow agreed-upon rules for discussions and carry out assigned roles.	
4.SL.1c 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.	

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4.SL.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	DQ1 L3 TE pp.20–25, TB pp.7–13 DQ1 L4 TE pp.26–31, TB pp.14–15 DQ1 L5 TE pp.32–37, TB pp.16–17 DQ1 L6 TE pp.38–43, TB pp.18–19 DQ2 L3 TE pp.70–75, TB pp.35–36 DQ2 L4 TE pp.76–81, TB pp.37–38 DQ2 L7 TE pp.96–103, TB pp.47–48 DQ3 L6 TE pp.162–166, TB pp.82–83 ***G4M4 Earthquake Engineering*** DQ1 L1 TE pp.6–11, TB pp.3–4 DQ1 L2 TE pp.12–19, TB pp.5–6 DQ1 L4 TE pp.28–33, TB pp.10–12 DQ1 L5 TE pp.34–41, TB pp.13–20 DQ2 L1 TE pp.48–54, TB pp.23–25 DQ2 L3 TE pp.64–71, TB pp.30–32 DQ2 L4 TE pp.72–79, TB pp.33–38 DQ2 L5 TE pp.80–87, TB pp.39–46 DQ3 L1 TE pp.98–103, TB pp.49–51 DQ3 L2 TE pp.104–109, TB pp.52–53 DQ3 L3 TE pp.110–115, TB pp.54–58 DQ3 L4 TE pp.116–122, TB pp.59–66 DQ4 L1 TE pp.128–133, TB pp.69–71 DQ4 L2 TE pp.134–138, TB pp.72–73 DQ4 L3 TE pp.140–144, TB pp.74–76 DQ5 L1 TE pp.150–154, TB pp.79–80 DQ5 L3 TE pp.162–167, TB pp.83–89 DQ5 L4 TE pp.168–173, TB pp.90–92 DQ6 L1 TE pp.184–187, TB pp.95–96 DQ6 L2 TE pp.188–191, TB p.97

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	DQ6 L3 TE pp.192–197, TB pp.98–99 DQ6 L5 TE pp.202–206, TB pp.101–102 ***G4M5 Super Survivors*** DQ1 L1 TE pp.8–13, TB pp.3–4 DQ1 L2 TE pp.14–21, TB pp.5–12 DQ1 L3 TE pp.22–27, TB pp.13–14 DQ1 L5 TE pp.34–41, TB pp.19–20 DQ1 L6 TE pp.42–49, TB pp.21–24 DQ1 L7 TE pp.50–58, TB pp.25–26 DQ2 L1 TE pp.64–71, TB pp.29–32 DQ2 L2 TE pp.72–79, TB pp.33–34 DQ2 L3 TE pp.80–87, TB pp.35–36 DQ3 L1 TE pp.102–109, TB pp.49–52 DQ3 L2 TE pp.110–117, TB pp.53–54 DQ3 L4 TE pp.124–131, TB pp.57–60 DQ3 L5 TE pp.132–137, TB pp.61–66 DQ4 L1 TE pp.150–159, TB pp.69–72 DQ4 L4 TE pp.174–181, TB pp.83–84 DQ4 L5 TE pp.182–187, TB pp.85–86 DQ4 L6 TE pp.188–193, TB pp.87–90 DQ5 L2 TE pp.214–221, TB pp.97–104 DQ5 L3 TE pp.222–229, TB pp.105–106 DQ5 L4 TE pp.230–239, TB pp.107–110 DQ5 L5 TE pp.240–245, TB pp.111–112 DQ5 L6 TE pp.246–253, TB p.113 DQ5 L7 TE pp.254–260, TB pp.117–118 DQ6 L1 TE pp.268–275, TB pp.121–125 DQ6 L3 TE pp.282–287, TB pp.128–129 DQ6 L4 TE pp.288–293, TB pp.130–132

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	DQ6 L8 TE pp.316–323, TB pp.143–144
4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	*G4M4 Earthquake Engineering* DQ5 L1 TE pp.150–154, TB pp.79–80 DQ5 L2 TE pp.156–161, TB pp.81–82 *G4M5 Super Survivors* DQ1 L7 TE pp.50–58, TB pp.25–26 DQ6 L5 TE pp.294–301, TB pp.133–136
4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.	*G4M2 Sparks Energy, Inc.* DQ3 L5 TE pp.156–161, TB pp.80–81 *G4M5 Super Survivors* DQ5 L2 TE pp.214–221, TB pp.97–104
Presentation of Knowledge and Ideas	**Twig ELA Correlation**
4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	*G4M1 Egg Racers* DQ3 L3 TE pp.152–159, TB pp.54–56 DQ4 L3 TE pp.192–197, TB pp.65–66 DQ4 L4 TE pp.198–201, TB pp.67–69 *G4M3 Time-Traveling Tour Guides* DQ3 L4 TE pp.98–102, TB p.44 *G4M4 Earthquake Engineering* DQ2 L5 TE pp.80–87, TB pp.39–46 DQ6 L5 TE pp.202–206, TB pp.101–102 *G4M5 Super Survivors*

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	DQ1 L7 TE pp.50–58, TB pp.25–26 DQ6 L3 TE pp.282–287, TB pp.128–129 DQ6 L9 TE pp.324–327, TB p.145
4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	***G4M2 Sparks Energy, Inc.*** DQ1 L2 TE pp.14–19, TB pp.5–6 DQ2 L2 TE pp.64–69, TB pp.33–34 ***G4M3 Time-Traveling Tour Guides*** DQ3 L4 TE pp.98–102, TB p.44 ***G4M4 Earthquake Engineering*** DQ6 L4 TE pp.198–201, TB p.100 ***G4M5 Super Survivors*** DQ1 L4 TE pp.28–33, TB pp.15–18 DQ3 L3 TE pp.118–123, TB pp.55–56 DQ4 L2 TE pp.160–165, TB pp.73–74 DQ5 L1 TE pp.206–213, TB pp.93–96 DQ6 L2 TE pp.276–281, TB pp.126–127 DQ6 L6 TE pp.302–307, TB pp.137–138 DQ6 L7 TE pp.308–315, TB pp.139–142
4.SL.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	***G4M4 Earthquake Engineering*** DQ6 L5 TE pp.202–206, TB pp.101–102
Reading Foundational Skills	

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Phonics and Word Recognition	Twig ELA Correlation
4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
4.RF.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	
Fluency	**Twig ELA Correlation**
4.RF.4 Read with sufficient accuracy and fluency to support comprehension.	
4.RF.4a Read grade-level text with purpose and understanding.	
4.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
4.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Language	
Conventions of Standard English	**Twig ELA Correlation**
4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

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4.L.1a Identify, explain, and use relative pronouns and relative adverbs.	
4.L.1b Form and use the progressive verb tenses.	
4.L.1c Use modal auxiliaries to convey various conditions.	
4.L.1d Order adjectives within sentences according to conventional patterns.	
4.L.1e Form and use prepositional phrases.	
4.L.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
4.L.1g Correctly use frequently confused words.	
4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
4.L.2a Use correct capitalization.	
4.L.2b Use commas and quotation marks to mark direct speech and quotations from a text.	
4.L.2c Use a comma before a coordinating conjunction in a compound sentence.	
4.L.2d Spell grade-appropriate words correctly, consulting references as needed.	
Knowledge of Language	**Twig ELA Correlation**

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4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
4.L.3a Choose words and phrases to convey ideas precisely.	
4.L.3b Choose punctuation for effect.	
4.L.3c Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	
Vocabulary Acquisition and Use	**Twig ELA Correlation**
4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	*G4M2 Sparks Energy, Inc.* DQ1 L3 TE pp.20–25, TB pp.7–13 DQ2 L10 TE pp.116–120, TB pp.54–56 DQ3 L1 TE pp.128–135, TB pp.59–68
4.L.4a Use context as a clue to the meaning of a word or phrase.	
4.L.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	
4.L.4c Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	

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4.L.5a Explain the meaning of simple similes and metaphors in context.	
4.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	
4.L.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 and that are basic to a particular topic .	***G4M5 Super Survivors*** DQ6 L3 TE pp.282–287, TB pp.128–129