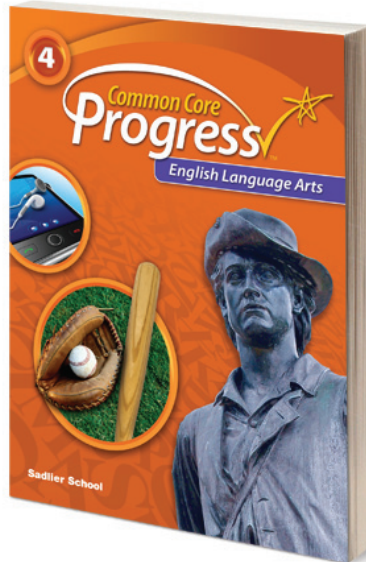SADLIER

Common Core Progress English Language Arts

Aligned to the

Colorado Academic Standards in Reading, Writing & Communicating

Grade 4

Contents

Sadlier

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Sadlier *Common Core Progress English Language Arts*, Grade 4, Aligned to the
Colorado Academic Standards in Reading, Writing & Communicating
Grade Level Expectation: Fourth Grade

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1. Oral Expression and Listening

Prepared Graduates:
 ➢ Use language appropriate for purpose and audience

Concepts and skills students master:
  1.   A clear communication plan is necessary to effectively deliver and receive information

FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
Students can:	
a. 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. (CCSS: SL.4.1)	
i. 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. (CCSS: SL.4.1a)	**Connect Across Texts**: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255 **Speaking and Listening:** Discuss the Essential Question—pp. 50 (*Did I*: Come to the discussion prepared?), 94, 138, 188, 226 **Writing Handbook** **Step 5: Producing, Publishing, and Presenting**: Listening Tips— p. 283 *See also* **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)	**Speaking and Listening:** Discuss the Essential Question—pp. 50 (*Did I*: Follow agreed-upon rules for discussion?), 94, 138, 188, 226 **Writing Handbook** **Step 5: Producing, Publishing, and Presenting**: Listening Tips— p. 283
iii. 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. (CCSS: SL.4.1c)	**Speaking and Listening:** Discuss the Essential Question: 50 (*Did I*: Ask questions to check my understanding/answer questions?); Questions I Asked/Questions I Answered—pp. 94, 138, 188, 226 **Writing Handbook** **Step 5: Producing, Publishing, and Presenting**: Listening Tips (take notes, including questions to ask)—p. 283 *See also* **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
iv. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)	**Connect Across Texts**: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255 **Speaking and Listening:** Discuss the Essential Question—pp. 50, 94, 138, 188, 226

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FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
	Writing Handbook **Step 5: Producing, Publishing, and Presenting:** Listening Tips (asking questions)—p. 283
	See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)	**Summarize**—pp. 9, 10, 18, 19, 20, 34, 53, 54, 62, 63, 64, 65, 67, 78, 82, 96, 182, 218, 219, 221, 245, 258
	Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255
	Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226
	Unit 11 Reading Informational Text: Integration of Knowledge and Ideas **Interpreting Visual Information:** "Satellites Around Earth" (Technical Text)—pp. 232–237 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254 Unit 11 Common Core Review—pp. 257–258 Performance Task—Online
	Writing Handbook **Step 5: Producing, Publishing, and Presenting:** Listening Tips—p. 283
	See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
c. Identify the reasons and evidence a speaker provides to support particular points. (CCSS: SL.4.3)	**Summarize**—pp. 9, 10, 18, 19, 20, 34, 53, 54, 62, 63, 64, 65, 67, 78, 82, 96, 182, 218, 219, 221, 245, 258
	Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255
	Speaking and Listening: Discuss the Essential Question—pp. 50 (*Did I*: Speak in complete sentences?), 94 (identify reasons and evidence), 138 (evidence to support analysis), 188 (supporting a position)
	Unit 3 Reading Informational Text: Key Ideas and Details **Finding Main Idea and Summarizing:** "Earth's Layers and Plates" (Journal Article)—pp. 62–67 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 53–55 Close Reading: "Volcanoes: Nature's Fire" by Dmitri Paplanovich (Science Magazine Article)—pp. 74–78 Unit 3 Common Core Review—pp. 81–82 Performance Task—Online

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FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
	Unit 11 Reading Informational Text: Integration of Knowledge and Ideas **Analyzing Reasons and Evidence:** "Becoming Invisible: Fantasy or Fact?" (Technical Text)—pp. 238–243 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254 Unit 11 Common Core Review—pp. 257–258 Performance Task—Online
	Writing Handbook **Step 5: Producing, Publishing, and Presenting:** Listening Tips—p. 283
	See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
d. 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. (CCSS: SL.4.4)	**Writing Handbook** **Step 5: Producing, Publishing, and Presenting:** Speaking Tips—p. 283
	Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255
	Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226
	See also **Home Connect** (discussions with family members)—pp. 54, 128, 178, 216, 230
e. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.4.5)	**Writing Handbook** **Step 5: Producing, Publishing, and Presenting:** Speaking Tips (using images, text features)/Digital Connection (present writing on the Internet)—p. 283
	See also **Home Connect:** Ways to Help Your Child (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
f. 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. (CCSS: SL.4.6)	**Writing Handbook** **Step 5: Producing, Publishing, and Presenting:** Speaking Tips (determine how formal or informal you need to be; use language that fits your audience and occasion)—p. 283
	Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255
	Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226
	See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

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2. Reading for All Purposes

Prepared Graduates:
➢ Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Concepts and skills students master:
1. Comprehension and fluency matter when reading literary texts in a fluent way

FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Students can:

a. Use Key Ideas and Details to:

i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)

Unit 1 Reading Literature: Key Ideas and Details
Drawing Inferences: "Into the Grand Canyon" (Adventure Story)—pp. 12–17

SEE ALSO
Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: "Moving to a New World" (Realistic Fiction)—pp. 30–34
Unit 1 Common Core Review—pp. 37–38
Performance Task—Online

ii. Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot.

iii. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)

Unit 1 Reading Literature: Key Ideas and Details
Determining Theme and Summarizing: "On Board the *Isaac Webb*" (Historical Fiction)—pp. 18–23

SEE ALSO
Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: "Moving to a New World" (Realistic Fiction)—pp. 30–34
Unit 1 Common Core Review—pp. 37–38
Performance Task—Online

iv. 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). (CCSS: RL.4.3)

Unit 1 Reading Literature: Key Ideas and Details
Describing Characters, Settings and Events: "Straight Up, and Straight Back Down" (Science Fiction)—pp. 24–29

SEE ALSO
Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: "Moving to a New World" (Realistic Fiction)—pp. 30–34
Unit 1 Common Core Review—pp. 37–38
Performance Task—Online

v. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)

b. Use Craft and Structure to:

i. 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). (CCSS: RL.4.4)

Unit 5 Reading Literature: Craft and Structure
Determining Word Meaning: "Paul Revere's Real Ride" (Realistic Fiction)— pp. 100–105

SEE ALSO
Introducing Unit 5/Home Connect/Essential Question—pp. 97–99
Close Reading: "James Armistead: Spying for the Revolution" (Journal Entries)—pp. 118–122
Unit 5 Common Core Review—pp. 125–126
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FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
ii. 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. (CCSS: RL.4.5)	**Unit 5 Reading Literature: Craft and Structure** **Explaining Structural Elements:** "The Hero of Saratoga" (Historical Drama)—pp. 106–111 SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 97–99 Close Reading: "James Armistead: Spying for the Revolution" (Journal Entries)—pp. 118–122 Unit 5 Common Core Review—pp. 125–126 Performance Task—Online
iii. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)	**Unit 5 Reading Literature: Craft and Structure** **Comparing and Contrasting Points of View:** "Bringing Hope to the Valley" (Narrative Poem)— pp. 112–117 SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 97–99 Close Reading: "James Armistead: Spying for the Revolution" (Journal Entries)—pp. 118–122 Unit 5 Common Core Review—pp. 125–126 Performance Task—Online
c. Use Integration of Knowledge and Ideas to:	
i. 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. (CCSS: RL.4.7)	**Unit 9 Reading Literature: Integration of Knowledge and Ideas** **Comparing and Contrasting Versions:** "Gilgamesh's Quest for Immortality" (Sumerian Epic)— pp. 194–199 SEE ALSO Introducing Unit 9/Home Connect/Essential Question—pp. 191–193 Close Reading: "Pecos Bill and Slue-Foot Sue" (Tall Tale/Legend)—pp. 206–210 Unit 9 Common Core Review—pp. 213–214 Performance Task—Online
ii. 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. (CCSS: RL.4.9)	**Unit 1 Reading Literature: Key Ideas and Details** **Connect Across Texts:** Compare and Contrast Texts—p. 35 **Unit 5 Reading Literature: Craft and Structure** **Connect Across Texts:** Compare and Contrast Texts—p. 123 **Unit 9 Reading Literature: Integration of Knowledge and Ideas** **Comparing and Contrasting Themes and Topics:** "Finn MacCool and Oonagh" (Irish Folk Tale)/"The Fox and the Snail" (Swiss Fable)—pp. 200–205 **Connect Across Texts:** Compare and Contrast Texts—p. 211 SEE ALSO Introducing Unit 9/Home Connect/Essential Question—pp. 191–193 Close Reading: "Pecos Bill and Slue-Foot Sue" (Tall Tale/Legend)—pp. 206–210 Unit 9 Common Core Review—pp. 213–214 Performance Task—Online
iii. Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.	**Unit 1 Reading Literature: Key Ideas and Details** **Determining Theme and Summarizing:** "On Board the *Isaac Webb*" (Historical Fiction)—pp. 18–23

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	SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9–11 Close Reading: "Moving to a New World" (Realistic Fiction)—pp. 30–34 Unit 1 Common Core Review—pp. 37–38 Performance Task—Online

d.   Use Range of Reading and Complexity of Text to:

i.   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. (CCSS: RL.4.10)

Unit 1 Reading Literature: Key Ideas and Details
Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Key Ideas and Details: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34
Drawing Inferences: "Into the Grand Canyon" (Adventure Story)—pp. 12–17
Determining Theme and Summarizing: "On Board the *Isaac Webb*" (Historical Fiction)—pp. 18–23
Describing Characters, Settings and Events: "Straight Up, and Straight Back Down" (Science Fiction)—pp. 24–29
Close Reading: "Moving to a New World" (Realistic Fiction)—pp. 30–34
Connect Across Texts: Compare and Contrast Texts—p. 35
Unit 1 Common Core Review: "Race to the Treasure" (Adventure Story)—pp. 37–38

Unit 5 Reading Literature: Craft and Structure
Introducing Unit 5/Home Connect/Essential Question—pp. 97–98
Craft and Structure: Comprehension Check—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122
Determining Word Meaning: "Paul Revere's Real Ride" (Realistic Fiction)— pp. 100–105
Explaining Structural Elements: "The Hero of Saratoga" (Historical Drama)—pp. 106–111
Comparing and Contrasting Points of View: "Bringing Hope to the Valley" (Narrative Poem)— pp. 112–117
Close Reading: "James Armistead: Spying for the Revolution" (Journal Entries)—pp. 118–122
Connect Across Texts: Compare and Contrast Texts—p. 123
Unit 5 Common Core Review: "American Revolution Character Clues"—pp. 125–126

Unit 9 Common Core Review: "The Mother and the Wolf" (Aesop's Fable)/"The Hawk and the Squirrel" (Filipino Folk Tale)—pp. 175–176

Performance Task 1
Part 1: Literary Analysis—pp. 141–143
Part 2: Narrative Writing—pp. 141, 144

Performance Task 2
Part 1: Literary Analysis—pp. 259–261
Part 2: Narrative Writing—pp. 259, 262

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FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
ii. Read familiar texts orally with fluency, accuracy, and prosody (expression)	

2. Reading for All Purposes

Prepared Graduates:
➢ Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Concepts and skills students master:
2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way

FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
Students can:	
a. Use Key Ideas and Details to:	
i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Providing Text Evidence:** "Erosion and Earth's Changing Landscape" (Explanatory Text/Procedural)—pp. 56–61 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 53–55 Close Reading: "Volcanoes: Nature's Fire" by Dr. Dmitri Paplanovich (Science Magazine Article)—pp. 74–78 Unit 3 Common Core Review—pp. 81–82 Performance Task—Online
ii. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Determining the Main Idea and Summarizing:** "Earth's Layers and Plates" (Journal Article)—pp. 62–67 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 53–55 Close Reading: "Volcanoes: Nature's Fire" by Dr. Dmitri Paplanovich (Science Magazine Article)—pp. 74–78 Unit 3 Common Core Review—pp. 81–82 Performance Task—Online
iii. 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. (CCSS: RI.4.3)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Explaining Events and Ideas:** "The Power of Tsunamis" (Scientific Text)—pp. 68–73 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 53–55 Close Reading: "Volcanoes: Nature's Fire" by Dr. Dmitri Paplanovich (Science Magazine Article)—pp. 74–78 Unit 3 Common Core Review—pp. 81–82 Performance Task—Online
iv. Skim materials to develop a general overview of content	

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FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
v. Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage)	
b. Use Craft and Structure to:	
i. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. (CCSS: RI.4.4)	**Unit 7 Reading Informational Text: Craft and Structure** **Determining Word Meanings: "**The People of the Longhouse" (Historical Text)— pp. 150–155 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: "Helping the Union?" (Cause/Effect Essay)—pp. 168–172 Unit 7 Common Core Review—pp. 175–176 Performance Task—Online
ii. 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. (CCSS: RI.4.5)	**Unit 7 Reading Informational Text: Craft and Structure** **Describing Text Structures:** "A Tale of a City's Tunnels" (Explanatory Text)—pp. 156–161 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: "Helping the Union?" (Cause/Effect Essay)—pp. 168–172 Unit 7 Common Core Review—pp. 175–176 Performance Task—Online
iii. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)	**Unit 7 Reading Informational Text: Craft and Structure** **Comparing and Contrasting Events and Topics:** "Ben Franklin's Whistle" (Memoir/Biography)/"The Whistle" excerpts from *The Story of Benjamin Franklin* by James Baldwin—pp. 162–167 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: "Helping the Union?" (Cause/Effect Essay)—pp. 168–172 Unit 7 Common Core Review—pp. 175–176 Performance Task—Online
iv. Identify common organizational structures (paragraphs, topic sentences, concluding sentences) and explain how they aid comprehension	
v. Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information	**Unit 7 Reading Informational Text: Craft and Structure** **Describing Text Structures:** "A Tale of a City's Tunnels" (Explanatory Text)—pp. 156–161 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: "Helping the Union?" (Cause/Effect Essay)—pp. 168–172 Unit 7 Common Core Review—pp. 175–176 Performance Task—Online
vi. Identify conclusions	

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Fourth Grade Evidence Outcomes	Sadlier Common Core Progress English Language Arts, Grade 4
c. Use Integration of Knowledge and Ideas to:	
i. 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. (CCSS: RI.4.7)	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Interpreting Visual Information:** "Satellites Around Earth" (Technical Text)—pp. 232–237 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254 Unit 11 Common Core Review—pp. 257–258 Performance Task—Online
ii. Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Analyzing Reasons and Evidence:** "Becoming Invisible: Fantasy or Fact?" (Technical Text)—pp. 238–243 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254 Unit 11 Common Core Review—pp. 257–258 Performance Task—Online
iii. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Integrating Information from Texts:** "Let's Go Green!" by Vera S. Roshinski, MS in Environmental Science (Blog)/"LED Lights" (Internet Advertisement)—pp. 244–249 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254 Unit 11 Common Core Review—pp. 257–258 Performance Task—Online
d. Use Range of Reading and Complexity of Text to:	
i. 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. (CCSS: RI.4.10)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Introducing Unit 3/Home Connect/Essential Question**—pp. 53–55 **Key Ideas and Details:** Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78 **Providing Text Evidence:** "Erosion and Earth's Changing Landscape" (Explanatory Text/Procedural)—pp. 56–61 **Determining the Main Idea and Summarizing:** "Earth's Layers and Plates" (Journal Article)—pp. 62–67 **Explaining Events and Ideas:** "The Power of Tsunamis" (Scientific Text)—pp. 68–73 **Close Reading:** "Volcanoes: Nature's Fire" by Dr. Dmitri Paplanovich (Science Magazine Article)—pp. 74–78

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	Connect Across Texts: Compare and Contrast—p. 79 **Unit 3 Common Core Review:** "Sidewalk Surfing" (Explanatory Text)—pp. 81–82

Unit 7 Reading Informational Text: Craft and Structure
Introducing Unit 7/Home Connect/Essential Question—pp. 147–149
Craft and Structure: Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172
Determining Word Meanings: "The People of the Longhouse" (Historical Text)— pp. 150–155
Describing Text Structures: "A Tale of a City's Tunnels" (Explanatory Text)—pp. 156–161
Comparing and Contrasting Events and Topics: "Ben Franklin's Whistle" (Memoir/Biography)/"The Whistle" excerpts from *The Story of Benjamin Franklin* by James Baldwin—pp. 162–167
Close Reading: "Helping the Union?" (Cause/Effect Essay)—pp. 168–172
Connect Across Texts: Compare and Contrast Texts—p. 173
Unit 7 Common Core Review: "How Smallpox Was Defeated" (Explanatory Text)—pp. 175–176

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Introducing Unit 11/Home Connect—pp. 261–262
Integration of Knowledge and Ideas: Comprehension Check— pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254
Interpreting Visual Information: "Satellites Around Earth" (Technical Text)—pp. 232–237
Analyzing Reasons and Evidence: "Becoming Invisible: Fantasy or Fact?" (Technical Text)—pp. 238–243
Integrating Information from Texts: "Let's Go Green!" by Vera S. Roshinski, MS in Environmental Science (Blog)/"LED Lights" (Internet Advertisement)—pp. 244–249
Close Reading: "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254
Connect Across Texts: Compare and Contrast Texts—p. 255
Unit 11 Common Core Review: "Wind: Energy for Today and Tomorrow" (Technical Text)—pp. 257–258

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2. Reading for All Purposes

Prepared Graduates:
- ➢ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Concepts and skills students master:
- 3. Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills

FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
Students can:	
a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.3)	
i. 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. (CCSS: RF.4.3a)	**Foundational Skills Handbook: Phonics and Word Recognition** **Base Words**—p. 266 **Prefixes**—p. 267 **Suffixes**—p. 268 **Latin and Greek Roots**—p. 269 **Open and Closed Syllables**—p. 270 **Syllables with Vowel Teams**—p. 271 **Syllables with *r*-Controlled Vowels**—p. 272 **Words with Silent Consonants**—p. 273
b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)	
i. Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)	**Foundational Skills Handbook: Fluency** **Practicing Fluency:** "The Envious Stonecutter" from a Japanese Folk Tale—p. 274
ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.4.4b)	**Foundational Skills Handbook: Fluency** **Practicing Fluency:** "The Envious Stonecutter" from a Japanese Folk Tale/Reading Checklist (for reading aloud)—p. 274
iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)	**Unit 1 Reading Literature: Key Ideas and Details** **Language:** Context Clues—p. 36
c. 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. (CCSS: L.4.4)	
i. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)	**Unit 1 Reading Literature: Key Ideas and Details** **Language:** Context Clues—p. 36 SEE ALSO Introducing Unit 4/Home Connect—pp. 9–11 Unit 4 Common Core Review—pp. 37–38

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ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). (CCSS: L.4.4b)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Language:** Affixes—p. 80 SEE ALSO Introducing Unit 3/Home Connect—pp. 53–54 Unit 3 Common Core Review—pp. 81–82 **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Language:** Roots—p. 256 SEE ALSO Introducing Unit 11/Home Connect—pp. 229–230 Unit 11 Common Core Review—pp. 257–258 **Foundational Skills Handbook: Phonics and Word Recognition** **Base Words**—p. 266 **Prefixes**—p. 267 **Suffixes**—p. 268 **Latin and Greek Roots**—p. 269
iii. Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Language:** Affixes—p. 80 SEE ALSO Introducing Unit 3/Home Connect—pp. 53–54 Unit 3 Common Core Review—pp. 81–82 **Foundational Skills Handbook: Phonics and Word Recognition** **Prefixes**—p. 267 **Suffixes**—p. 268
iv. Read and understand words that change spelling to show past tense: write/wrote, catch/caught, teach/taught	
v. Read multisyllabic words with and without inflectional and derivational suffixes	
vi. Infer meaning of words using explanations offered within a text	
vii. 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. (CCSS: L.4.4c)	**Performance Task 1** **Part 3: Research Simulation** (dictionary entries)—pp. 141, 145–146 **Unit 10 Research to Build and Present Knowledge: Write a Research Report** **Language:** Spelling (look words up in a dictionary)—p. 225 **Performance Task 2** **Part 3: Research Simulation** (dictionary entries)—pp. 259, 263–264 **Writing Handbook** **Step 4 Editing:** Editing Checklist (use a print or online dictionary–p. 281

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Glossary—pp. 284–287

See also **Consult a dictionary**—pp. 150, 152, 153, 227

d. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)

  i. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. (CCSS: L.4.5a)

Unit 5 Reading Literature: Craft and Structure
  Language: Figurative Language—p. 124

  SEE ALSO
  Introducing Unit 5/Home Connect—pp. 97–98
  Unit 5 Common Core Review—pp. 125–126

  ii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)

Unit 9 Reading Literature: Integration of Knowledge and Ideas
  Language: Idioms, Adages, and Proverbs—p. 212

  SEE ALSO
  Introducing Unit 9/Home Connect—pp. 191–192
  Unit 9 Common Core Review—pp. 213–214

  iii. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS: L.4.5c)

Unit 7 Reading Informational Text: Craft and Structure
  Language: Synonyms and Antonyms—p. 174

  SEE ALSO
  Introducing Unit 7/Home Connect—pp. 147–148
  Unit 7 Common Core Review—pp. 175–176

e. 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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). (CCSS: L.4.6)

Words to Know—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 56, 58, 60, 62, 64. 66, 68, 70, 72, 100, 102, 104, 106, 108, 110, 112, 114, 116, 150, 152, 154, 156, 158, 160, 162, 164, 166, 194, 196, 198, 200, 202, 204, 232, 234, 236, 238, 240, 242, 244, 246, 248

Unit 1 Reading Literature: Key Ideas and Details
Language: Context Clues—p. 36

Unit 3 Reading Informational Text: Key Ideas and Details
Language: Affixes—p. 80

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts
Language: Precise Words and Phrases—p. 92

Unit 5 Reading Literature: Craft and Structure
  Determining Word Meaning: "Paul Revere's Real Ride" (Realistic Fiction)— pp. 100–105
  Language: Figurative Language—p. 124

Unit 7 Reading Informational Text: Craft and Structure
  Determining Word Meanings: "The People of the Longhouse" (Historical Text)— pp. 150–155
  Language: Synonyms and Antonyms—p. 174

Unit 9 Reading Literature: Integration of Knowledge and Ideas
  Language: Idioms, Adages, and Proverbs—p. 212

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	Unit 11 Reading Informational Text: Integration of Knowledge and Ideas **Language:** Roots—p. 256
	Writing Handbook **Step 3 Revising:** Revising Checklist: Word Choice—p. 279

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3. Writing and Composition

Prepared Graduates:
- ➢ Implement the writing process successfully to plan, revise, and edit written work

Concepts and skills students master:
1. The recursive writing process is used to create a variety of literary genres for an intended audience

FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
Students can:	
a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)	**Unit 8 Text Types and Purposes: Write Opinion Pieces** **Read a Student Model/Outline an Opinion Essay:** Analyze a student model/organize and draft an opinion essay—pp. 180–183 **Unit 8 Common Core Review:** Assignment: Write the final draft of the opinion essay started on p. 183—p. 190 SEE ALSO Introducing Unit 8/Home Connect/Essential Question—pp. 177–179
i. 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. (CCSS: W.4.1a)	**Unit 8 Text Types and Purposes: Write Opinion Pieces** **Read a Student Model/Outline an Opinion Essay:** Creating an Organizational Structure/Introducing the Topic/Stating the Writer's Opinion—pp. 180, 183
ii. Provide reasons that are supported by facts and details. (CCSS: W.4.1b)	**Unit 8 Text Types and Purposes: Write Opinion Pieces** **Read a Student Model/Outline an Opinion Essay:** Providing Strong Reasons that Support the Opinion—pp. 181–183
iii. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). (CCSS: W.4.1c)	**Unit 8 Text Types and Purposes: Write Opinion Pieces** **Read a Student Model/Outline an Opinion Essay:** Using Linking Words and Phrases—pp. 181, 183
iv. Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)	**Unit 8 Text Types and Purposes: Write Opinion Pieces** **Read a Student Model/Outline an Opinion Essay:** Providing a Concluding Statement that Restates the Opinion and Summarizes in an Interesting Way—pp. 182–183
b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)	**Unit 2 Text Types and Purposes: Write Fictional Narratives** **Read a Student Model/Write a Fictional Narrative:** Analyze a student model/organize and draft a fictional narrative—pp. 42–45 **Unit 2 Common Core Review:** Assignment: Write the final draft of the fictional narrative started on p. 45—p. 52 SEE ALSO Introducing Unit 2/Home Connect/Essential Question—pp. 39–41 **Performance Task 1** **Part 2: Narrative Writing** (write two or three paragraphs describing what might happen next)—pp. 141, 144 **Performance Task 2** **Part 2: Narrative Writing** (write a series of journal entries)—pp. 259, 262

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FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
i. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a)	**Unit 2 Text Types and Purposes: Write Fictional Narratives** **Read a Student Model/Write a Fictional Narrative:** Creating an Organizational Structure/Getting the Reader's Attention/Establishing the Story Situation—pp. 42–45
ii. Choose planning strategies to support text structure and intended outcome	
iii. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)	**Unit 2 Text Types and Purposes: Write Fictional Narratives** **Read a Student Model/Write a Fictional Narrative:** Using Dialogue to Show How Characters Think—pp. 42–45
iv. Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)	**Unit 2 Text Types and Purposes: Write Fictional Narratives** **Read a Student Model/Write a Fictional Narrative:** Using Transitional Words and Phrases to Make the Sequence of Events Clear—pp. 43–45
v. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)	**Unit 2 Text Types and Purposes: Write Fictional Narratives** **Read a Student Model/Write a Fictional Narrative:** Using Sensory Details to Help Readers See, Hear, Feel, Taste, and Smell as the Experience—pp. 43–45
vi. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)	**Unit 2 Text Types and Purposes: Write Fictional Narratives** **Read a Student Model/Write a Fictional Narrative:** Providing a Conclusion That Brings an End to the Story—pp. 44–45
c. Write poems that express ideas or feelings using imagery, figurative language, and sensory details	

3. Writing and Composition

Prepared Graduates:
➤ Implement the writing process successfully to plan, revise, and edit written work

Concepts and skills students master:
2. Informational and persuasive texts use the recursive writing process

FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
Students can:	
a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.4.2)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89 **Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96 SEE ALSO Introducing Unit 4/Home Connect/Essential Question—pp. 83–85

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FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 130–133 **Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140 SEE ALSO Introducing Unit 6/Home Connect/Essential Question—pp. 127–129
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222 **Unit 10 Common Core Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228 SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 215–217
	Performance Task 1 **Part 1: Literary Analysis** (write a two-paragraph explanation)—pp. 141–143 **Part 3: Research Simulation** (write two-three paragraphs explaining how people can protect marine ecosystems)—pp. 141, 145–146
	Performance Task 2 **Part 1: Literary Analysis** (write a two-paragraph explanation of how the main character's actions and the story events are related)—pp. 259–261 **Part 3: Research Simulation** (write two or three paragraphs comparing and contrasting point of view and information in each text)—pp. 259, 263–264
i. 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. (CCSS: W.4.2a)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Creating an Organizational Structure/Introducing a Topic/Getting the Reader's Attention/Giving Background/ Stating Purpose—pp. 86–87, 89
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Read a Student Model/Outline an Evidence-Based Essay:** Creating an Organizational Structure/Introducing the Topic/Stating a Claim—pp. 130, 133
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Creating an Organizational Structure/Introducing the Research Topic/Organizing Information Using Subheads—pp. 218–219, 222

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Fourth Grade Evidence Outcomes	Sadlier Common Core Progress English Language Arts, Grade 4
ii. Choose planning strategies to support text structure and intended outcome	
iii. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast	
iv. Organize relevant ideas and details to convey a central idea or prove a point	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Creating an Organizational Structure—pp. 86, 89 **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Read a Student Model/Outline an Evidence-Based Essay:** Creating an Organizational Structure—pp. 130, 133 **Unit 10 Research to Build and Present Knowledge: Write Research Reports** **Read a Student Model/Use Index Cards/Outline a Research Report:** Creating an Organizational Structure—pp. 218–219, 222
v. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Grouping Information Around Subtopics—pp. 87, 89 **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Read a Student Model/Outline an Evidence-Based Essay:** Supporting Ideas with Text Evidence/Using Quotations/ Describing Characters—pp. 131, 133 **Unit 10 Research to Build and Present Knowledge: Write Research Reports** **Read a Student Model/Use Index Cards/Outline a Research Report:** Developing the Topic with Details and Relevant Information—pp. 219, 222
vi. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). (CCSS: W.4.2c)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Using Linking Words and Phrases—pp. 87, 89 **Unit 10 Research to Build and Present Knowledge: Write Research Reports** **Read a Student Model/Use Index Cards/Outline a Research Report:** Using Transitions (soon after, before this time, then)— p. 219

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FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
vii. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Using Precise Language—pp. 87, 89
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Read a Student Model/Outline an Evidence-Based Essay:** Using Specific Vocabulary (carriages, military, determination)—p. 132
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Using Domain-Specific Vocabulary (geology, minerals, environment, spacecraft, atmosphere)—pp. 218–220
viii. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Providing a Concluding Statement That Restates the Opening Statement in Slightly Different Words—pp. 88–89
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Read a Student Model/Outline an Evidence-Based Essay:** Using Earlier-Stated Evidence in the Conclusion—pp. 132–133
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Wrapping Up Research in the Concluding Statement— p. 218

3. Writing and Composition

Prepared Graduates:
➢ Apply standard English conventions to effectively communicate with written language

Concepts and skills students master:
3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader

FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
Students can:	
a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)	**Unit 2 Text Types and Purposes: Write Fictional Narratives** **Read a Student Model/Write a Fictional Narrative:** Analyze a student model/organize and draft a fictional narrative—pp. 42–45 **Unit 2 Common Core Review:** Assignment: Write the final draft of the fictional narrative started on p. 45—p. 52

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FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
	Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts **Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89 **Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 130–133 **Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140
	Unit 8 Text Types and Purposes: Write Opinion Pieces **Read a Student Model/Outline an Opinion Essay:** Analyze a student model/organize and draft an opinion essay—pp. 180–183 **Unit 8 Common Core Review:** Assignment: Write the final draft of the opinion essay started on p. 183—p. 190
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222
	Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 222—p. 228
b. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)	**Unit 2 Text Types and Purposes: Write Fictional Narratives** **Draft a Fictional Narrative**—p. 45 **Unit 2 Common Core Review:** Write the final draft—p. 52
	Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts **Draft an Informative/Explanatory Essay**—p. 89 **Unit 4 Common Core Review:** Write the final draft—p. 96
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Draft an Evidence-Based Essay**—p. 133 **Unit 8 Common Core Review:** Write the final draft—p. 140
	Unit 8 Text Types and Purposes: Write Opinion Pieces **Draft an Opinion Piece**—p. 183 **Unit 8 Common Core Review:** Write the final draft—p. 190
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Draft a Research Report**—p. 222 **Unit 10 Common Core Review:** Write the final draft—p. 228

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	Writing Handbook
	  Step 1: Planning—pp. 276–277
	  Step 2: Drafting—p. 278
	  Step 3: Revising—pp. 279–280
	  Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 281–282

c. 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. (CCSS: W.4.6)	**Writing Handbook**
	  Step 1: Planning (use websites for information)—pp. 276–277
	  Step 2: Drafting (writing on a computer)—p. 278
	  Step 3: Revising (using a computer)—pp. 279–280
	  Step 4: Editing (using a computer)—pp. 281–282
	Step 5: Producing, Publishing, and Presenting (using a computer)—p. 283
	
	See also Home Connect: (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10, 40, 84 (Internet blog), 128 (blogs), 178, 192 (Web search), 216 (digital sources), 230 (website)

d. Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose	
e. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)	
i. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Language:** Precise Words and Phrases—p. 92 SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Common Core Review—pp. 95–96
ii. Choose punctuation for effect. (CCSS: L.4.3b)	**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Language:** Punctuation for Effect—p. 137 SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit 6 Common Core Review—p. 139
iii. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS: L.4.3c)	**Unit 8 Text Types and Purposes: Write Opinion Pieces** **Language:** Formal and Informal English—p. 184 SEE ALSO Introducing Unit 8/Home Connect—pp. 177–178 Unit 8 Common Core Review—p. 189
f. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)	
i. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*). (CCSS: L.4.1a)	**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Language:** Relative Pronouns—p. 135 **Language:** Relative Adverbs—p. 136

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	SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit 6 Common Core Review—pp. 139–140
ii. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses. (CCSS: L.4.1b)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Language:** Progressive Forms of Verbs—p. 91 SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Common Core Review—pp. 95–96
iii. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions. (CCSS: L.4.1c)	**Unit 8 Text Types and Purposes: Write Opinion Pieces** **Language:** Modal Auxiliaries—p. 186 SEE ALSO Introducing Unit 8/Home Connect—pp. 177–178 Unit 8 Common Core Review—pp. 189–190
iv. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). (CCSS: L.4.1d)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Language:** Order of Adjectives—p. 93 SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Common Core Review—pp. 95–96
v. Form and use prepositional phrases. (CCSS: L.4.1e)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Language:** Prepositional Phrases—p. 90 SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Common Core Review—pp. 95–96
vi. Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing	
vii. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)	**Unit 2 Text Types and Purposes: Write Fictional Narratives** **Language:** Complete Sentences—p. 46 **Language:** Fragments—p. 47 **Language:** Run-on Sentences—p. 48 SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Common Core Review—pp. 51–52
viii. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, i). (CCSS: L.4.1g)	**Unit 8 Text Types and Purposes: Write Opinion Pieces** **Language:** Frequently Confused Words—p. 185 SEE ALSO Introducing Unit 8/Home Connect—pp. 177–178 Unit 8 Common Core Review—pp. 189–190

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FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
g. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)	
i. Use correct capitalization. (CCSS: L.4.2a)	**Unit 10 Research to Build and Present Knowledge: Write a Research Report** **Language:** Capitalization—p. 224 SEE ALSO Introducing Unit 10/Home Connect—pp. 215–216 Unit 10 Common Core Review—p. 227
ii. Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b)	**Unit 2 Text Types and Purposes: Write Fictional Narratives** **Language:** Commas and Quotation Marks in Dialogue—p. 49 SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Common Core Review—pp. 51–52 **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Language:** Commas and Quotation Marks in Direct Quotation— p. 134 SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit 6 Common Core Review—pp. 139–140
iii. Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c)	**Unit 10 Research to Build and Present Knowledge: Write a Research Report** **Language:** Commas in Compound Sentences—p. 223 SEE ALSO Introducing Unit 10/Home Connect—pp. 215–216 Unit 10 Common Core Review—p. 227
iv. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)	**Unit 10 Research to Build and Present Knowledge: Write a Research Report** **Language:** Spelling—p. 225 SEE ALSO Introducing Unit 10/Home Connect—pp. 215–216 Unit 10 Common Core Review—p. 227

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4. Research and Reasoning

Prepared Graduates:
- ➢ Use primary, secondary, and tertiary written sources to generate and answer research questions

Concepts and skills students master:
1. Comprehending new information for research is a process undertaken with discipline both alone and within groups

FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
Students can:	
a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)	**Unit 10 Research to Build and Present Knowledge: Write Research Reports** **Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222 **Unit 10 Common Core Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228 **Writing Handbook** **Step 1: Planning:** Planning (Research Tip)—pp. 276–277
i. Identify a topic and formulate open-ended research questions for further inquiry and learning	
ii. Present a brief report of the research findings to an audience	

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. (CCSS: W.4.8)	**Unit 10 Research to Build and Present Knowledge: Write Research Reports**
	Read a Student Model/Use Index Cards/Outline a Research Report: Gathering and Recalling Relevant Information/Providing a List of Sources/Take Notes—pp. 219–222
	Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 222—p. 228
	
	Performance Task 1
	    Part 3: Research Simulation—pp. 141, 145–146
	
	Performance Task 2
	    Part 3: Research Simulation—pp. 259, 263–264
	
	Writing Handbook
	    Step 1: Planning (Research Tip)—pp. 276–277

i. Identify relevant sources for locating information	
ii. Locate information using text features, (appendices, indices, glossaries, and table of content)	

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FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
iii. Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources)	**Unit 10 Research to Build and Present Knowledge: Write Research Reports** **Read a Student Model/Use Index Cards/Outline a Research Report:** Gathering and Recalling Relevant Information/Providing a List of Sources/Take Notes—pp. 219–222 **Unit 10 Common Core Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228
iv. Read for key ideas, take notes, and organize information read (using graphic organizer)	
v. Interpret and communicate the information learned by developing a brief summary with supporting details	
vi. Develop relevant supporting visual information (charts, maps, diagrams, photo evidence, models)	
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)	
i. 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]."). (CCSS: W.4.9.a)	**Unit 1 Reading Literature: Key Ideas and Details** **Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11 **Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34 **Drawing Inferences**: "Into the Grand Canyon" (Adventure Story)—pp. 12–17 **Determining Theme and Summarizing**: "On Board the *Isaac Webb*" (Historical Fiction)—pp. 18–23 **Describing Characters, Settings and Events**: "Straight Up, and Straight Back Down" (Science Fiction)—pp. 24–29 **Close Reading:** "Moving to a New World" (Realistic Fiction)—pp. 30–34 **Connect Across Texts:** Compare and Contrast Texts—p. 35 **Unit 1 Common Core Review:** "Race to the Treasure" (Adventure Story)—pp. 37–38 **Unit 5 Reading Literature: Craft and Structure** **Introducing Unit 5/Home Connect/Essential Question**—pp. 97–98 **Craft and Structure: Comprehension Check**—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122 **Distinguishing Literal from Nonliteral Language**: "The Best Friend Possible" (Realistic Fiction)— pp. 100–105 **Understanding Parts of a Drama**: "Singing Your Blues Away" (Drama)—pp. 106–111 **Distinguishing Points of View**: "Forever Friends" (Narrative Poem)— pp. 112–117 **Close Reading**: "James Armistead: Spying for the Revolution" (Journal Entries)—pp. 118–122 **Connect Across Texts:** Compare and Contrast Texts—p. 123

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	Unit 5 Common Core Review: "James Armistead: Spying for the Revolution" (Journal Entries)—pp. 118–122

Unit 9 Reading Literature: Integration of Knowledge and Ideas
Introducing Unit 9/Home Connect/Essential Question—pp. 191–193
Integration of Knowledge and Ideas: Comprehension Check—pp. 195, 197, 199, 201, 203, 205, 209–210
Making Connections Between Texts: "Gilgamesh's Quest for Immortality" (Sumerian Epic)— pp. 194–199
Comparing and Contrasting Themes and Topics: "A Camping Adventure" (Irish Folk Tale)/"The Fox and the Snail" (Swiss Fable)—pp. 200–205
Close Reading: "Treasure in the Desert" (Adventure Story)—pp. 206–210
Connect Across Texts: Compare and Contrast Texts—p. 211
Unit 9 Common Core Review: "The Mother and the Wolf" (Aesop's Fable)/"The Hawk and the Squirrel" (Filipino Folk Tale)—pp. 175–176

Performance Task 1
Part 1: Literary Analysis—pp. 141–143
Part 2: Narrative Writing—pp. 141, 144

Performance Task 2
Part 1: Literary Analysis—pp. 259–261
Part 2: Narrative Writing—pp. 259, 262

ii.   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"). (CCSS: W.4.9.b)

Unit 3 Reading Informational Text: Key Ideas and Details
Introducing Unit 3/Home Connect/Essential Question—pp. 53–55
Key Ideas and Details: Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78
Drawing Inferences: "Understanding Newton's Three Laws of Motion" (Technical Text)—pp. 56–61
Determining Main Idea and Summarizing: "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 62–67
Explaining Relationships Between Ideas: "Experiments with Motion" (Technical Text/Procedural)—pp. 68–73
Close Reading: "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78
Connect Across Texts: Compare and Contrast—p. 79
Unit 3 Common Core Review: "Sidewalk Surfing" (Explanatory Text)—pp. 81–82

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Unit 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149

Craft and Structure: Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172

Determining Word Meanings: "The People of the Longhouse" (Historical Text)— pp. 150–155

Describing Text Structures: "A Tale of a City's Tunnels" (Explanatory Text)—pp. 156–161

Comparing and Contrasting Events and Topics: "Ben Franklin's Whistle" (Memoir/Biography)/"The Whistle" excerpts from *The Story of Benjamin Franklin* by James Baldwin—pp. 162–167

Close Reading: "Helping the Union?" (Cause/Effect Essay)—pp. 168–172

Connect Across Texts: Compare and Contrast Texts—p. 173

Unit 7 Common Core Review: "How Smallpox Was Defeated" (Explanatory Text)—pp. 175–176

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check— pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254

Interpreting Visual Information: "Satellites Around Earth" (Technical Text)—pp. 232–237

Analyzing Reasons and Evidence: "Becoming Invisible: Fantasy or Fact?" (Technical Text)—pp. 238–243

Integrating Information from Texts: "Let's Go Green!" by Vera S. Roshinski, MS in Environmental Science (Blog)/"LED Lights" (Internet Advertisement)—pp. 244–249

Close Reading: "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254

Connect Across Texts: Compare and Contrast Texts—p. 255

Unit 11 Common Core Review: "Wind: Energy for Today and Tomorrow" (Technical Text)—pp. 257–258

4. Research and Reasoning

Prepared Graduates:
➤ Articulate the position of self and others using experiential and material logic

Concepts and skills students master:
2. Identifying implications, concepts, and ideas enriches reasoning skills

FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Students can:

a. Consider negative as well as positive implications of their own thinking or behavior, or others thinking or behavior

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FOURTH GRADE EVIDENCE OUTCOMES	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
b. State, elaborate, and give an example of a concept (for example, state, elaborate, and give an example of friendship or conflict)	
c. Identify the key concepts and ideas they and others use	
d. Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth	