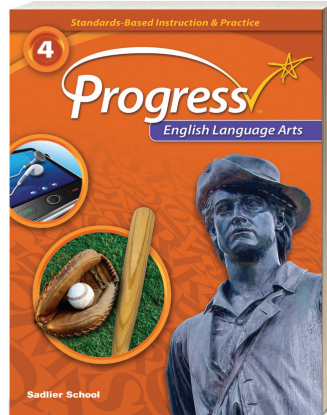


SADLIER

Progress English Language Arts



Aligned to the

College and Career Ready Indiana Academic Standards English/Language Arts: Grade 4

Contents

- 2 Reading
 - 2 Reading: *Foundations*
 - 3 Reading: *Literature*
 - 6 Reading: *Nonfiction*
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- 22 Speaking and Listening
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Reading

Reading: Foundations

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
<p>RF.1: Learning Outcome for Reading Foundations Develop, build, and apply knowledge of foundational reading skills</p>	
<p>4.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Language: Context Clues—p. 36</p> <p>Foundational Skills Handbook: Fluency Practicing Fluency: “The Envious Stonecutter” from a Japanese Folk Tale—p. 274</p>
<p>RF.2: Print Concepts Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories</p>	
<p>4.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>4.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>4.RF.2.3: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>4.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>RF.3: Phonological Awareness Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds</p>	
<p>4.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>4.RF.3.2: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>4.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>4.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>RF.4: Phonics Decode and read words by applying phonics and word analysis skills</p>	
<p>4.RF.4.1: Students are expected to build upon and continue applying concepts learned previously.</p>	

Reading: *Foundations*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

4.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.

4.RF.4.3: Students are expected to build upon and continue applying concepts learned previously.

4.RF.4.4: Students are expected to build upon and continue applying concepts learned previously.

4.RF.4.5: Students are expected to build upon and continue applying concepts learned previously.

4.RF.4.6: Use knowledge of all letter- sound correspondences, syllabication patterns, and morphology (e.g., *roots and affixes*) to read accurately unfamiliar multi-syllabic words in context.

RF.5: Fluency

Demonstrate accuracy and fluency when reading

4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

RL.1: Learning Outcome for Reading Literature

Read and comprehend a variety of literature independently and proficiently

4.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Foundational Skills Handbook: Phonics and Word Recognition

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

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

Foundational Skills Handbook: Fluency

Practicing Fluency: “The Envious Stonecutter” from a Japanese Folk Tale/Reading Checklist (for reading aloud)—p. 274

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Connect Across Texts: Compare and Contrast Texts—p. 35
Unit 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 Review: “American Revolution Character Clues”—pp. 125–126

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: “Finn MacCool and Oonagh” (Irish Folk Tale)/“The Fox and the Snail” (Swiss Fable)—pp. 200–205

Close Reading: “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)—pp. 206–210

Connect Across Texts: Compare and Contrast Texts—p. 211
Unit 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

RL.2: Key Ideas and Textual Support

Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

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

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

4.RL.2.2: Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.

4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

4.RL.2.4: *Students are expected to build upon and continue applying concepts learned previously.*

RL.3: Structural Elements and Organization

Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.

4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4: Connection of Ideas

Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning

4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

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

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 Review—pp. 125–126
Performance Task—Online

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 Review—pp. 125–126
Performance Task—Online

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 Review—pp. 213–214
Performance Task—Online

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

4.RL.4.2: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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 Review—pp. 213–214

Performance Task—Online

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

RN.1: Learning Outcome for Reading Literature

Read and comprehend a variety of nonfiction independently and proficiently

4.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4–5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

Connect Across Texts: Compare and Contrast—p. 79

Unit 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

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

RN.2: Key Ideas and Textual Support

Extract and construct meaning from nonfiction texts using a range of comprehension skills

4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

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

Unit 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 Review: “Wind: Energy for Today and Tomorrow” (Technical Text)—pp. 257–258

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 Review—pp. 81–82

Performance Task—Online

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 Review—pp. 81–82

Performance Task—Online

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 Review—pp. 81–82

Performance Task—Online

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

RN.3: Features and Structures

Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective

4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., *charts, tables, graphs, headings, subheadings, font/format*).

4.RN.3.2: Describe the organizational structure (e.g., *chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description*) of events, ideas, concepts, or information in a text or part of a text.

4.RN.3.3: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.

RN.4: Connection of Ideas

Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.

4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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 Review—pp. 257–258
Performance Task—Online

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 Review—pp. 175–176
Performance Task—Online

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 Review—pp. 175–176
Performance Task—Online

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 Review—pp. 257–258
Performance Task—Online

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

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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 Review—pp. 257–258
Performance Task—Online

4.RN.4.3: Standard begins at sixth grade.

Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

RV.1: Learning Outcome for Reading Vocabulary

Build and apply vocabulary using various strategies and sources

4.RV.1: Build and use accurately general academic and content-specific words and phrases.

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

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

Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

RV.2: Vocabulary Building

Use strategies to determine and clarify words and understand their relationships

4.RV.2.1: Apply context clues (e.g., *word, phrase, sentence, and paragraph clues*) and text features (e.g., *charts, headings/subheadings, font/format*) to determine the meanings of unknown words.

4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

4.RV.2.3: *Standard begins at sixth grade.*

4.RV.2.4: Apply knowledge of word structure elements (e.g., *suffixes, prefixes, common Greek and Latin affixes and roots*), known words, and word patterns to determine meaning.

4.RV.2.5: Consult reference materials, both print and digital (e.g., *dictionary*), to find the pronunciation and clarify the precise meanings of words and phrases.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Unit 1 Reading Literature: Key Ideas and Details

Language: Context Clues—p. 36

SEE ALSO

Introducing Unit 4/Home Connect—pp. 9–11
Unit Review—pp. 37–38

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 Review—pp. 175–176

*No homographs or homonyms.

Unit 3 Reading Informational Text: Key Ideas and Details

Language: Affixes—p. 80

SEE ALSO

Introducing Unit 3/Home Connect—pp. 53–54
Unit 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 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

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

Glossary—pp. 284–287

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

Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

RV.3: Vocabulary in Literature and Nonfiction Texts

Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses

4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., *similes*, *metaphors*, or *hyperbole*).

4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Unit 5 Reading Literature: Craft and Structure

Language: Figurative Language (similes, metaphors)—p. 124

SEE ALSO

Introducing Unit 5/Home Connect—pp. 97–98

Unit Review—pp. 125–126

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 Review—pp. 175–176

Performance Task—Online

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 Review—pp. 213–214

Writing

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

W.1: Learning Outcome for Writing

Write effectively for a variety of tasks, purposes, and audiences

4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Connect Across Texts: Compare and Contrast Texts (write descriptions, details to complete the diagram or chart)—pp. 35, 79, 123, 173, 211, 255

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 Review: Assignment: Write the final draft of the fictional narrative started on p. 45—p. 52

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 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 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 Review: Assignment: Write the final copy of the research report started on p. 222—p. 228

Writing Handbook

Step 1: Planning—pp. 276–277

Step 2: Drafting—p. 278

Step 3: Revising—pp. 279–280

Step 4: Editing—pp. 281–282

Step 5: Producing, Publishing, and Presenting—p. 283

Performance Task 1

Part 1: Literary Analysis (writing assignment)—pp. 141–143

Part 2: Narrative Writing (writing assignment)—pp. 141, 144

Part 3: Research Simulation (writing assignment)—pp. 141, 145–146

Performance Task 2

Part 1: Literary Analysis (writing assignment)—pp. 259–261

Part 2: Narrative Writing (writing assignment)—pp. 259, 262

Part 3: Research Simulation (writing assignment)—pp. 259, 263–264

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
	<p>*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Unit Review questions at the end of each unit.</p>
<p>W.2: Handwriting Demonstrate the ability to write legibly</p>	
<p>4.W.2.1: Write legibly in print or cursive, forming letters and words that can be read by others.</p>	
<p>4.W.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	
<p>W.3: Writing Genres Develop writing skills by writing for different purposes and to specific audiences or people</p>	
<p>PERSUASIVE</p>	
<p>4.W.3.1: Write persuasive compositions in a variety of forms that –</p>	<p>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 Review: Assignment: Write the final draft of the opinion essay started on p. 183—p. 190</p> <p>SEE ALSO Introducing Unit 8/Home Connect/Essential Question—pp. 177–179</p>
<ul style="list-style-type: none"> • In an introductory statement, clearly state an opinion to a particular audience. 	<p>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</p>
<ul style="list-style-type: none"> • Support the opinion with facts and details from various sources, including texts. 	<p>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</p>
<ul style="list-style-type: none"> • Use an organizational structure to group related ideas that support the purpose. 	<p>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</p>
<ul style="list-style-type: none"> • Connect opinion and reasons using words and phrases. 	<p>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</p>
<ul style="list-style-type: none"> • Provide a concluding statement or section related to the position presented. 	<p>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</p>

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INFORMATIVE

4.W.3.2: Write informative compositions on a variety of topics that –

- Provide an introductory paragraph with a clear main idea.

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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 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

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 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 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

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

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- Provide supporting paragraphs with topic and summary sentences.

- Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.

- Connect ideas using words and phrases.

- Include text features (e.g., *formatting, pictures, graphics*) and multimedia when useful to aid comprehension.

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

Unit 1 Reading Literature: Key Ideas and Details

Determining Theme and Summarizing: “On Board the *Isaac Webb*” (summary sentences)—pp. 19–23

Unit 3 Reading Informational Text: Key Ideas and Details

Determining the Main Idea and Summarizing: “Earth’s Layers and Plates” (underline or circle main idea/topic sentences)—pp. 62–63

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

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

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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- Use language and vocabulary appropriate for audience and topic.

- Provide a concluding statement or section.

NARRATIVE

4.W.3.3: Write narrative compositions in a variety of forms that –

- Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.

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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

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

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 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

Unit 2 Text Types and Purposes: Write Fictional Narratives

Read a Student Model/Write a Fictional Narrative: Getting the Reader’s Attention/ Establishing the Story Situation—pp. 42–45

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
<ul style="list-style-type: none"> Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. <hr/> <ul style="list-style-type: none"> Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. <hr/> <ul style="list-style-type: none"> Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. <hr/> <ul style="list-style-type: none"> Provide an ending that follows the narrated experiences or events. 	<p>Unit 2 Text Types and Purposes: Write Fictional Narratives Read a Student Model/Write a Fictional Narrative: Creating an Organizational Structure/Using Transitional Words and Phrases to Make the Sequence of Events Clear—pp. 42–45</p> <hr/> <p>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</p> <hr/> <p>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</p> <hr/> <p>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</p>
<p>W.4: The Writing Process Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</p>	
<p>4.W.4: Apply the writing process to –</p>	
<ul style="list-style-type: none"> Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>). 	<p>Unit 2 Text Types and Purposes: Write Fictional Narratives Draft a Fictional Narrative—p. 45 Unit Review: Write the final draft—p. 52</p> <hr/> <p>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts Draft an Informative/Explanatory Essay—p. 89 Unit Review: Write the final draft—p. 96</p> <hr/> <p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Draft an Evidence-Based Essay—p. 133 Unit Review: Write the final draft—p. 140</p> <hr/> <p>Unit 8 Text Types and Purposes: Write Opinion Pieces Draft an Opinion Piece—p. 183 Unit Review: Write the final draft—p. 190</p> <hr/> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Draft a Research Report—p. 222 Unit Review: Write the final draft—p. 228</p> <hr/> <p>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</p>
<ul style="list-style-type: none"> Use technology to interact and collaborate with others to publish legible documents. 	<p>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</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

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W.5: The Research Process

Build knowledge about the research process and the topic under study by conducting short research

4.W.5: Conduct short research on a topic.

- Identify a specific question to address (e.g., *what is the history of the Indy 500?*).
- Use organizational features of print and digital sources to efficiently to locate further information.
- Determine the reliability of the sources.
- Summarize and organize information in their own words, giving credit to the source.

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)

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 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

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/Taking Notes—pp. 219–222

Unit 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

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Home Connect (one form of evidence might be more reliable than another)—p. 128

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Unit 10 Introduction/Home Connect (cite sources)—pp. 215–216

Read a Student Model/Use Index Cards/Outline a Research Report: Providing a List of Sources (to demonstrate credibility)—pp. 220–222

Unit Review: Assignment: Write the final copy of the research report started on p. 222 (cite sources)—p. 228

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Home Connect: Activity (use the Internet to search for reliable information)—p. 230

Summarize—pp. 9, 10, 18, 19, 20, 34, 53, 54, 62, 63, 64, 65, 67, 78, 82, 96, 182, 218, 219, 221, 245, 258

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<ul style="list-style-type: none"> Present the research information, choosing from a variety of formats. 	<p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Unit 10 Introduction/Home Connect (cite sources)—pp. 215–216 Read a Student Model/Use Index Cards/Outline a Research Report: Providing a List of Sources (summarize or paraphrase information)—pp. 220–222 Unit Review: Assignment: Write the final copy of the research report started on p. 222 (cite sources)—p. 228</p>
	<p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Speaking Tips—p. 283</p> <p>Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226</p> <p><i>See also</i> Home Connect (discussions with family members)—pp. 54, 128, 178, 216, 230</p>
<p>W.6: Conventions of Standard English Demonstrate command of the conventions of standard English</p>	
<p>4.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p>	
<p>4.W.6.1a: Nouns/Pronouns—Writing sentences that include relative pronouns (e.g., <i>who, which</i>) and reflexive pronouns (e.g., <i>myself, ourselves</i>) and explaining their functions in the sentence.</p>	<p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Language: Relative Pronouns—p. 135 Language: Relative Adverbs—p. 136</p> <p>SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit Review—pp. 139–140</p> <p>*No reflexive pronouns.</p>
<p>4.W.6.1b: Verbs—</p>	
<ul style="list-style-type: none"> Writing sentences that use the progressive verb tenses. 	<p>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts Language: Progressive Forms of Verbs—p. 91</p> <p>SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit Review—pp. 95–96</p>
<ul style="list-style-type: none"> Recognizing and correcting inappropriate shifts in verb tense. 	<p>Writing Handbook Step 4: Editing: Editing Checklist: Grammar (verb tense stays the same throughout)—p. 281</p>
<ul style="list-style-type: none"> Using modal auxiliaries (e.g., <i>can, may, must</i>). 	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Language: Modal Auxiliaries—p. 186</p> <p>SEE ALSO Introducing Unit 8/Home Connect—pp. 177–178 Unit Review—pp. 189–190</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

4.W.6.c1: Adjectives/Adverbs—Writing sentences using relative adverbs (e.g., *where*, *when*) and explaining their functions in the sentence.

4.W.6.1d: Prepositions—Writing sentences that include prepositions, explaining their functions in the sentence.

4.W.6.1e: Usage—Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., *yet*, *nor*, *so*).

4.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:

4.W.6.2a: Capitalization—

- Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

4.W.6.2b: Pronunciation—

- Correctly using apostrophes to form possessives and contractions.
- Correctly using quotation marks and commas to mark direct speech.

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Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Language: Relative Adverbs—p. 136

SEE ALSO

Introducing Unit 6/Home Connect—pp. 127–128

Unit Review—pp. 139–140

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 Review—pp. 95–96

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 Review—pp. 51–52

Writing Handbook

Step 3: Revising: Revising Checklist: Organization and Coherence (use a variety of sentence types)—p. 279

Step 4: Editing: Editing Checklist: Sentences (avoid sentence fragments/use a variety of sentence types)—p. 281

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 Review—p. 227

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 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 Review—pp. 139–140

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

- Using a comma before a coordinating conjunction in a compound sentence.

4.W.6.2c: Spelling—Using spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs*) in writing single and multi-syllable words.

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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 Review—p. 227

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 Review—p. 227

Speaking and Listening

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

SL.1: Learning Outcome for Speaking and Listening

Develop and apply effective communication skills through speaking and active listening

4.SL.1: Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

SL.2: Discussion and Collaboration

Develop and apply reciprocal communication skills by participating in a range of collaborative discussions

4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.SL.2.2: Explore ideas under discussion by drawing on readings and other information.

4.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.

4.SL.2.4: 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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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

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

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

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

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

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

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

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

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4.SL.2.5: Review the key ideas expressed and explain personal ideas in reference to the discussion.

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

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

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

SL.3: Comprehension

Develop and apply active listening and interpretation skills using various strategies

4.SL.3.1: Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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 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

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)

4.SL.3.2: Identify and use evidence a speaker provides to support particular points.

SL.4: Presentation of Knowledge and Ideas

Develop and apply speaking skills to communicate ideas effectively in a variety of situations

4.SL.4.1: Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

4.SL.4.2: Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.

4.SL.4.3: *Students are expected to build upon and continue applying concepts learned previously.*

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 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

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

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

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

Media Literacy

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 4

ML.1: Learning Outcome for Media Literacy

Develop an understanding of media and the roles and purposes of media

4.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

ML.2: Media Literacy

Recognize the purposes of media and the ways in which media can have influences

4.ML.2.1: Recognize claims in print, image, and multimedia and identify evidence used to support these claims.

4.ML.2.2: Standard begins in fifth grade.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 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 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 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 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 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 11 Reading Informational Text: Integration of Knowledge and Ideas
Interpreting Visual Information: “Satellites Around Earth” (Technical Text)—pp. 232–237

Unit 9 Reading Literature: Integration of Knowledge and Ideas
Comparing and Contrasting Versions: “Gilgamesh’s Quest for Immortality” (text, visuals)— pp. 194–199

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 **Cite Evidence** instruction and questions that guide discussion of reading selections in units 1, 3, 5, 7, 9, and 11.

Speaking and Listening: Discuss the Essential Question—pp. 50, 94 (identify reasons and evidence)