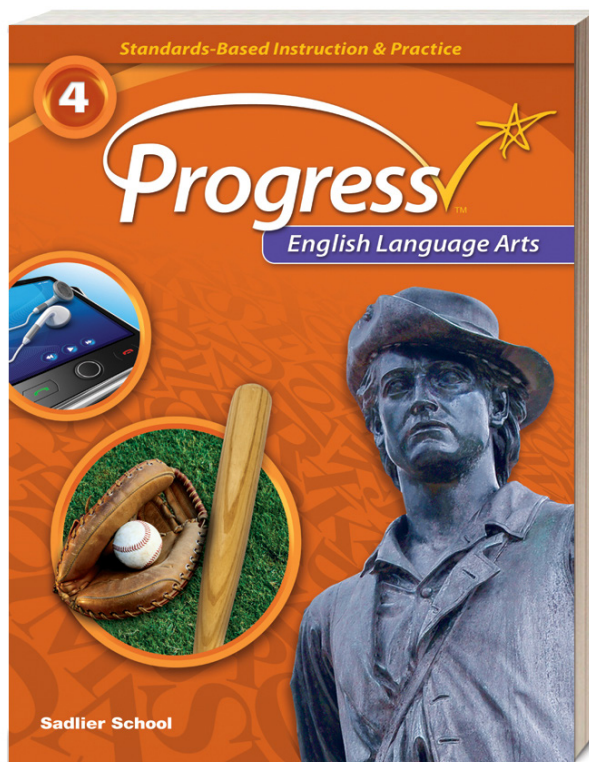


Progress English Language Arts

Correlation to the New York State Next Generation English Language Arts Learning Standards REVISED JANUARY 2017

Grade 4



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4TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 4R

Grade 4 ELA Standards

Progress English Language Arts, Grade 4

Key Ideas and Details

<p>4R1:</p>	<p>Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Drawing Inferences: “Into the Grand Canyon” (Adventure Story)—pp. 12-17</p> <p>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 Review—pp. 37-38 Performance Task—Online</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Providing Text Evidence: “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural)—pp. 56-61</p> <p>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 Review—pp. 81-82 Performance Task—Online</p>
<p>4R2:</p>	<p>Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Determining Theme and Summarizing: “On Board the Isaac Webb” (Historical Fiction)—pp. 18-23</p> <p>SEE ALSO Unit 1/Home Connect/Essential Question—pp. 9-11 Close Reading: “Moving to a New World” (Realistic Fiction)—pp. 30-34 Unit 1 Review—pp. 37-38 Performance Task—Online</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Determining Main Idea and Summarizing: “Earth’s Layers and Plates” (Journal Article)—pp. 62-67</p> <p>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 Review—pp. 81-82 Performance Task—Online</p>
<p>4R3:</p>	<p>In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Describing Characters, Settings and Events: “Straight Up, and Straight Back Down” (Science Fiction)—pp. 24-29</p> <p>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 Review—pp. 37-38 Performance Task—Online</p>

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4TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 4R

Grade 4 ELA Standards	Progress English Language Arts, Grade 4
<p>In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)</p>	<p>Unit 3 Reading Informational Text: Key Ideas and Details Explaining Events and Ideas: “The Power of Tsunamis” (Scientific Text)—pp. 68–73</p> <p>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 Review—pp. 81–82 Performance Task—Online</p>
<p>Craft and Structure</p>	
<p>4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)</p>	<p>Unit 5 Reading Literature: Craft and Structure Determining Word Meaning: “Paul Revere’s Real Ride” (Realistic Fiction)— pp. 100–105</p> <p>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 Review—pp. 125–126 Performance Task—Online</p> <p>Unit 7 Reading Informational Text: Craft and Structure Determining Word Meanings: “The People of the Longhouse” (Historical Text)— pp. 150–155</p> <p>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 Review—pp. 175–176 Performance Task—Online</p>
<p>4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL)</p> <p>In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>	<p>Unit 5 Reading Literature: Craft and Structure Explaining Structural Elements: “The Hero of Saratoga” (Historical Drama)—pp. 106–111</p> <p>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 Review—pp. 125–126 Performance Task—Online</p> <p>Unit 7 Reading Informational Text: Craft and Structure Describing Text Structures: “A Tale of a City’s Tunnels” (Explanatory Text)—pp. 156–161</p> <p>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 Review—pp. 175–176 Performance Task—Online</p>

4TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 4R

Grade 4 ELA Standards	Progress English Language Arts, Grade 4
<p>4R6:</p>	<p>Unit 5 Reading Literature: Craft and Structure Comparing and Contrasting Points of View: “Bringing Hope to the Valley” (Narrative Poem)— pp. 112–117</p> <p>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 Review—pp. 125–126 Performance Task—Online</p>
<p>In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)</p>	<p>Unit 7 Reading Informational Text: Craft and Structure Comparing and Contrasting Events and Topics: “Ben Franklin’s Whistle” (Memoir/Biography)/“The Whistle” excerpts from <i>The Story of Benjamin Franklin</i> by James Baldwin—pp. 162–167</p> <p>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 Review—pp. 175–176 Performance Task—Online</p>
<p>In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)</p>	

Integration of Knowledge and Ideas

<p>4R7:</p>	<p>Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)</p> <p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Comparing and Contrasting Versions: “Gilgamesh’s Quest for Immortality” (Sumerian Epic)— pp. 194–199</p> <p>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 Review—pp. 213–214 Performance Task—Online</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Interpreting Visual Information: “Satellites Around Earth” (Technical Text)—pp. 232–237</p> <p>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 Review—pp. 257–258 Performance Task—Online</p>
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4TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 4R

Grade 4 ELA Standards	Progress English Language Arts, Grade 4
<p>4R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)</p>	<p>Citing Evidence (connecting claims in or about a text with relevant, supporting evidence)—pp. 12, 13, 14, 16, 18, 19, 20, 22, 24, 25, 26, 28, 12, 13, 14, 16, 18, 19, 20, 22, 24, 25, 26, 28, 12, 13, 14, 16, 18, 19, 20, 22, 24, 25, 26, 28, 56, 57, 58, 60, 62, 63, 64, 66, 68, 69, 70, 72, 100, 101, 102, 104, 106, 107, 108, 110, 112, 113, 114, 116, 150, 151, 152, 154, 156, 157, 158, 160, 162, 163, 164, 166, 194, 195, 196, 198, 200, 201, 202, 204, 232, 233, 234, 236, 238, 239, 240, 242, 244, 245, 246, 248</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Providing Text Evidence: “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural)—pp. 56-61</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Analyzing Reasons and Evidence: “Becoming Invisible: Fantasy or Fact?” (Technical Text)—pp. 238-243</p>
<p>4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Home Connect (make connections)—p. 10</p> <p>Connect Across Texts Compare and Contrast Texts—p. 35</p> <p>Reading Selections 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 Unit 1 Review: “Race to the Treasure” (Adventure Story)—pp. 37-38</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Home Connect (make connections)—p. 54</p> <p>Connect Across Texts Compare and Contrast Texts—p. 79</p> <p>Reading Selections Providing Text Evidence: “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural)—pp. 56-61</p> <p style="text-align: right;"><i>continued</i></p>

4TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 4R

Grade 4 ELA Standards	Progress English Language Arts, Grade 4
	<p>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 Unit 3 Review: “Sidewalk Surfing” (Explanatory Text)—pp. 81–82</p> <p>Unit 5 Reading Literature: Craft and Structure Home Connect (make connections)—p. 98</p> <p>Connect Across Texts Compare and Contrast Texts—p. 123</p> <p>Reading Selections 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 Unit 5 Review: “American Revolution Character Clues”—pp. 125–126</p> <p>Unit 7 Reading Informational Text: Craft and Structure Home Connect (make connections)—p. 148</p> <p>Connect Across Texts Compare and Contrast Texts—p. 173</p> <p>Reading Selections 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 <i>The Story of Benjamin Franklin</i> by James Baldwin—pp. 162–167 Close Reading: “Helping the Union?” (Cause/Effect Essay)—pp. 168–172 Unit 7 Review: “How Smallpox Was Defeated” (Explanatory Text)—pp. 175–176</p>

4TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 4R

Grade 4 ELA Standards

Progress English Language Arts, Grade 4

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Home Connect (make connections)—p. 198

Connect Across Texts

Compare and Contrast Texts—p. 211

Reading Selections

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

Unit 9 Review: “The Mother and the Wolf” (Aesop’s Fable)/“The Hawk and the Squirrel” (Filipino Folk Tale)—pp. 175–176

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Home Connect (make connections)—p. 230

Connect Across Texts

Compare and Contrast Texts—p. 255

Reading Selections

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

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

4TH GRADE READING STANDARDS: FOUNDATIONAL SKILLS | 4RF

Grade 4 ELA Standards

Progress English Language Arts, Grade 4

Print Concepts

4RF1: *There is not a grade 4 standard for this concept. Please see preceding grades for more information.*

Phonological Awareness

4RF2: *There is not a grade 4 standard for this concept. Please see preceding grades for more information.*

Phonics and Word Recognition

4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

4RF3a: 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.

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

Fluency

4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

4RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.

Foundational Skills Handbook: Fluency
Practicing Fluency: “The Envious Stonecutter” from a Japanese Folk Tale—p. 274

4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

4TH GRADE WRITING STANDARDS | 4W

Grade 4 ELA Standards

Progress English Language Arts, Grade 4

Text Types and Purposes

<p>4W1:</p>	<p>Write an argument to support claims with clear reasons and relevant evidence.</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 8 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</p>
<p>4W1a:</p>	<p>Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.</p>	<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: Providing Strong Reasons that Support the Opinion—pp. 180–183</p>
<p>4W1b:</p>	<p>Use precise language and content-specific vocabulary.</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Essay: Use Specific Vocabulary—pp. 181–183</p>
<p>4W1c:</p>	<p>Use transitional words and phrases to connect ideas within categories of information.</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Informative/Using Linking Words and Phrases—pp. 181, 183</p>
<p>4W1d:</p>	<p>Provide a concluding statement or section related to the argument presented.</p>	<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>
<p>4W2:</p>	<p>Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p>	<p>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 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</p>

4TH GRADE WRITING STANDARDS | 4W

Grade 4 ELA Standards		Progress English Language Arts, Grade 4
		<p>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 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</p> <p>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 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</p>
4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.	<p>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</p> <p>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</p> <p>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</p>
4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.	<p>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</p> <p style="text-align: right;"><i>continued</i></p>

4TH GRADE WRITING STANDARDS | 4W

Grade 4 ELA Standards		Progress English Language Arts, Grade 4	
			<p>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</p> <p>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</p>
4W2c:	Use precise language and content-specific vocabulary.		<p>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</p> <p>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</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use Index Cards/Outline a Research Report: Using Content-Specific Vocabulary (geology, minerals, environment, spacecraft, atmosphere)—pp. 218-220</p>
4W2d:	Use transitional words and phrases to connect ideas within categories of information.		<p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Read a Student Model/Outline an Informative/ Explanatory Essay: Using Words and Phrases to Link Information—pp. 87, 89</p> <p>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</p>
4W2e:	Provide a concluding statement or section related to the information or explanation presented.		<p>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</p>

4TH GRADE WRITING STANDARDS | 4W

Grade 4 ELA Standards		Progress English Language Arts, Grade 4
		<p>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</p> <p>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</p>
4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<p>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 Review: Assignment: Write the final draft of the fictional narrative started on p. 45—p. 52</p>
	4W3a: Establish a situation and introduce a narrator and/or characters.	<p>Unit 2 Text Types and Purposes: Write Fictional Narratives Read a Student Model/Write a Fictional Narrative: Creating an Organizational Structure/Introducing the Narrator/Establishing the Situation/Providing Events That Build Up Tension—pp. 42-45</p>
	4W3b: Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.	<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>
	4W3c: Use transitional words and phrases to manage the sequence of events.	<p>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</p>
	4W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.	<p>Unit 2 Text Types and Purposes: Write Fictional Narratives Using Sensory Details to Help Readers See, Hear, Feel, Taste, and Smell as the Experience—pp. 43-45</p>

4TH GRADE WRITING STANDARDS | 4W

Grade 4 ELA Standards		Progress English Language Arts, Grade 4
	4W3e: Provide a conclusion that follows from the narrated experiences or events.	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
4W4:	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.	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 Review: Assignment: Write the final draft of the fictional narrative started on p. 45—p. 52 Performance Task 1 Part 1: Literary Analysis (read the selection then write a literary analysis essay in response)—pp. 141–143 Part 2: Narrative Writing (read the selection then write two or three paragraphs describing what might happen next)—pp. 141, 143 Performance Task 2 Part 1: Literary Analysis (read the selection then write a literary analysis essay in response)—pp. 259–261 Part 2: Narrative Writing (read the selection then write a series of journal entries)—pp. 259, 262
4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.	Unit 1 Reading Literature: Key Ideas and Details Cite Evidence —pp. 12, 13, 14, 16, 18, 19, 20, 22, 24, 25, 26, 28 Comprehension Check —pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34 Reading Selections 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 Unit 1 Review: “Race to the Treasure” (Adventure Story)—pp. 37–38 <i>continued</i>

4TH GRADE WRITING STANDARDS | 4W

Grade 4 ELA Standards	Progress English Language Arts, Grade 4
	<p>Unit 3 Reading Informational Text: Key Ideas and Details Cite Evidence—pp. 56, 57, 58, 60, 62, 63, 64, 66, 68, 69, 70, 72 Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78 Reading Selections 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 Unit 3 Review: “Sidewalk Surfing” (Explanatory Text)—pp. 81–82</p> <p>Unit 5 Reading Literature: Craft and Structure Cite Evidence—pp. 100, 101, 102, 104, 106, 107, 108, 110, 112, 113, 114, 116 Comprehension Check—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122 Reading Selections 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 Unit 5 Review: “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122</p> <p>Unit 7 Reading Informational Text: Craft and Structure Cite Evidence—pp. 150, 151, 152, 154, 156, 157, 158, 160, 162, 163, 164, 166 Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172</p> <p style="text-align: right;"><i>continued</i></p>

4TH GRADE WRITING STANDARDS | 4W

Grade 4 ELA Standards

Progress English Language Arts, Grade 4

Reading Selections

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
 Unit 7 Review: “How Smallpox Was Defeated” (Explanatory Text)—pp. 175–176

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Cite Evidence—pp. 194, 195, 196, 198, 200, 201, 202, 204
Comprehension Check—pp. 195, 197, 199, 201, 203, 205, 209–210

Reading Selections

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
 Unit 9 Review: “The Mother and the Wolf” (Aesop’s Fable)/“The Hawk and the Squirrel” (Filipino Folk Tale)—pp. 175–176

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Cite Evidence—pp. 232, 233, 234, 236, 238, 239, 240, 242, 244, 245, 246, 248
Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254

Reading Selections

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

continued

4TH GRADE WRITING STANDARDS | 4W

Grade 4 ELA Standards	Progress English Language Arts, Grade 4
	<p>Integrating Information from Texts: “Let’s Go Green!” by Vera S. Roshinski, MS in Environmental Science (Blog)/”LED Lights” (Internet Advertisement)—pp. 244–249</p> <p>Close Reading: “The Robot Cheetah” (Scientific Journal Entry)/”Robot Cheetah on the Move” by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254</p> <p>Unit 11 Review: “Wind: Energy for Today and Tomorrow” (Technical Text)—pp. 257–258</p>

Research to Build and Present Knowledge

<p>4W6:</p>	<p>Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.</p>	<p>Unit 10 Research to Build and Present Knowledge: Write Research Reports</p> <p>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</p> <p>Writing Handbook</p> <p>Step 1: Planning: Planning (Research Tip)—pp. 276–277</p>
<p>4W7:</p>	<p>Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.</p>	<p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <p>Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 130–133</p> <p>Unit 6 Review: Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140</p> <p>SEE ALSO</p> <p>Introducing Unit 6/Home Connect/Essential Question—pp. 127–129</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports</p> <p>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</p> <p>Writing Handbook</p> <p>Step 1: Planning: Research Tip—p. 277</p>

4TH GRADE SPEAKING AND LISTENING STANDARDS | 4SL

Grade 4 ELA Standards

Progress English Language Arts, Grade 4

Comprehension and Collaboration

4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.	
	<p>4SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</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 Did I: Come to the discussion prepared?—p. 50</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Listening Tips—p. 283</p> <p>See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>
	<p>4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.</p>	<p>Speaking and Listening Discuss the Essential Question—pp. 50, 94, 138, 188, 226 Did I: Follow agreed-upon rules for discussion?—p. 50</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting: Listening Tips—p. 283</p>
	<p>4SL1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p>Speaking and Listening Discuss the Essential Question—pp. 50, 94, 138, 188, 226 Did I: Ask questions to check my understanding/answer questions?—p. 50 Questions I Asked/Questions I Answered—pp. 94, 138, 188, 226</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Listening Tips (asking questions)—p. 283</p> <p>See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>

4TH GRADE SPEAKING AND LISTENING STANDARDS | 4SL

Grade 4 ELA Standards		Progress English Language Arts, Grade 4
4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.	<p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question (discuss ideas in small groups or as a class)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening Discuss the Essential Question (discuss ideas in small groups or as a class)—p. 50</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Listening Tips (asking questions)—p. 283</p> <p>See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>
4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).	<p>Summarize—pp. 9, 10, 18, 19, 20, 34, 53, 54, 62, 63, 64, 65, 67, 78, 82, 96, 182, 218, 219, 221, 245, 258</p> <p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question (discuss ideas in small groups or as a 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>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Interpreting Visual Information: “Satellites Around Earth” (Technical Text)—pp. 232–237</p> <p>See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>
4SL3:	Identify and evaluate the reasons and evidence a speaker provides to support particular points.	<p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question (discuss ideas in small groups or as a class)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening Discuss the Essential Question (identify reasons and evidence/supporting a position)—pp. 50, 94, 138, 188, 226</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Analyzing Reasons and Evidence: “Becoming Invisible: Fantasy or Fact?” (Technical Text)—pp. 238–243</p> <p style="text-align: right;"><i>continued</i></p>

4TH GRADE SPEAKING AND LISTENING STANDARDS | 4SL

Grade 4 ELA Standards	Progress English Language Arts, Grade 4
	<p>Writing Handbook Step 5 Producing, Publishing, and Presenting Listening Tips—p. 283</p> <p>See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>4SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.</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 in small groups or as a 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>See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>
<p>4SL5: Include digital media and/or visual displays in presentations to emphasize central ideas or themes.</p>	<p>Writing Handbook Step 5 Producing, Publishing, and Presenting Speaking Tips (using images, text features)/Digital Connection (present writing on the Internet)—p. 283</p> <p>See also Home Connect (use visual information, video clips)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>
<p>4SL6: Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation.</p>	<p>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</p> <p>Connect Across Texts Compare and Contrast Texts (discuss ideas in small groups or as a class)—pp. 35, 79, 123, 173, 211, 255</p> <p>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</p>

4TH GRADE LANGUAGE STANDARDS | 4L

Grade 4 ELA Standards

Progress English Language Arts, Grade 4

Conventions of Academic English/Language for Learning

ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.

*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Core Conventions Skills for Grades 3→5:

<ul style="list-style-type: none"> Produce simple, compound, and complex sentences. 	<p>GRADE 3 Language Simple Sentences—p. 187 Compound Sentences—p. 223 Language: Complex Sentences—p. 224</p>
<ul style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences. 	<p>GRADE 3 Language Nouns—p. 46 Verbs and Verb Tenses—p. 134 Language: Adjectives—p. 184 Language: Adverbs—p. 185</p>
<ul style="list-style-type: none"> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 	<p>GRADE 4 Language Relative Pronouns—p. 135 Relative Adverbs—p. 136</p>
<ul style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences. 	<p>GRADE 5 Language Interjections—p. 49 Conjunctions—p. 134 Sentence Combining (use of conjunctions)—p. 135 Prepositions and Prepositional Phrases—p. 185</p>
<ul style="list-style-type: none"> Form and use regular and irregular plural nouns. 	<p>GRADE 3 Language Regular and Irregular Plural Nouns—p. 47</p>
<ul style="list-style-type: none"> Use abstract nouns. 	<p>GRADE 3 Language Nouns (abstract nouns)—p. 46</p>
<ul style="list-style-type: none"> Form and use regular and irregular verbs. 	<p>GRADE 3 Language Regular and Irregular Verbs—p. 135</p>

4TH GRADE LANGUAGE STANDARDS | 4L

Grade 4 ELA Standards	Progress English Language Arts, Grade 4
<ul style="list-style-type: none"> Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). 	<p>GRADE 3 Language Verbs and Verb Tenses—p. 134</p>
<ul style="list-style-type: none"> Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will bewalking). 	<p>GRADE 3 Language Regular and Irregular Verbs—p. 135</p>
<ul style="list-style-type: none"> Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). 	<p>GRADE 3 Language Verbs and Verb Tenses—p. 134</p>
<ul style="list-style-type: none"> Use verb tense to convey various times, sequences, states, and conditions. 	<p>GRADE 3 Language Verb Tenses—p. 46</p>
<ul style="list-style-type: none"> Recognize and correct inappropriate shifts in verb tense. 	<p>GRADE 3 Language Verb Tenses—p. 46</p>
<ul style="list-style-type: none"> Ensure subject-verb and pronoun-antecedent agreement. 	<p>GRADE 3 Language Pronoun-Antecedent Agreement—p. 91 Regular and Irregular Verbs—p. 135</p>
<ul style="list-style-type: none"> Use coordinating and subordinating conjunctions. 	<p>GRADE 3 Language Compound Sentences (conjunction)—p. 223 Complex Sentences (subordinating conjunction)—p. 224</p>
<ul style="list-style-type: none"> Use and identify prepositional phrases. 	<p>GRADE 4 Language Prepositional Phrases—p. 90</p>
<ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 	<p>GRADE 4 Language Complete Sentences—p. 46 Fragments—p. 47 Run-on Sentences—p. 48</p>
<ul style="list-style-type: none"> Correctly use frequently confused words (e.g., to, too, two; there, their). 	<p>GRADE 4 Language Frequently Confused Words—p. 185</p>

4TH GRADE LANGUAGE STANDARDS | 4L

Grade 4 ELA Standards	Progress English Language Arts, Grade 4
<p>ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.</p> <p>*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.</p>	
<p>Core Punctuation and Spelling Skills for Grades 3→5:</p>	
	<ul style="list-style-type: none"> <li data-bbox="233 701 810 825">● Capitalize appropriate words in titles. GRADE 3 Language Capitalization—p. 225 <li data-bbox="233 827 810 951">● Use correct capitalization. GRADE 4 Language Capitalization—p. 224 <li data-bbox="233 953 810 1077">● Use commas in addresses. GRADE 3 Language Commas in Addresses—p. 93 <li data-bbox="233 1079 810 1346">● Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text. GRADE 3 Language Dialogue Punctuation—p. 49 GRADE 4 Language Commas and Quotation Marks in Dialogue—p. 49 Commas and Quotation Marks in Direct Quotation—p. 134 <li data-bbox="233 1348 810 1472">● Use a comma before a coordinating conjunction in a compound sentence. GRADE 4 Language Commas in Compound Sentences—p. 223 <li data-bbox="233 1474 810 1598">● Use a comma to separate an introductory element from the rest of the sentence. GRADE 5 Language Commas—p. 184 <li data-bbox="233 1600 810 1724">● Use punctuation to separate items in a series. GRADE 5 Language Commas—p. 184 <li data-bbox="233 1726 810 1837">● Form and use possessives. GRADE 3 Language Possessives—p. 48

4TH GRADE LANGUAGE STANDARDS | 4L

Grade 4 ELA Standards	Progress English Language Arts, Grade 4
<ul style="list-style-type: none"> Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness). 	<p>GRADE 3 Language Spelling High-Frequency Words—p. 92</p>
<ul style="list-style-type: none"> Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed. 	<p>GRADE 3 Language Correct Spelling—p. 186</p>
<ul style="list-style-type: none"> Use quotation marks or italics to indicate titles of works. 	<p>GRADE 5 Language Titles of Works—p. 91</p>

Knowledge of Language

4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
	4L3a:	Choose words and phrases to convey ideas precisely.	<p>GRADE 4 Language Precise Words and Phrases—p. 92</p>
	4L3b:	Choose punctuation for effect.	<p>GRADE 4 Language Punctuation for Effect—p. 137</p>
	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).	<p>GRADE 4 Language Formal and Informal English—p. 184</p>

4TH GRADE LANGUAGE STANDARDS | 4L

Grade 4 ELA Standards

Progress English Language Arts, Grade 4

Vocabulary Acquisition and Use

4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	
	4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<p>GRADE 4 Language Context Clues—p. 36</p>
	4L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).	<p>GRADE 4 Language Greek and Latin Roots—p. 80 Roots—p. 256</p> <p>Foundational Skills Handbook: Phonics and Word Recognition Base Words—p. 266 Prefixes—p. 267 Suffixes—p. 268 Latin and Greek Roots—p. 269</p>
	4L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<p>GRADE 4 Performance Task 1 Part 3 Research Simulation (dictionary entries)—pp. 141, 145-146</p> <p>Use a dictionary—pp. 152, 153</p> <p>Language Spelling (look words up in a dictionary)—p. 225</p> <p>Performance Task 2 Part 3 Research Simulation (dictionary entries)—pp. 259, 263-264</p> <p>Writing Handbook Step 4 Editing Editing Checklist (use a print or online dictionary)—p. 281</p> <p>Glossary—pp. 284-287</p>

4TH GRADE LANGUAGE STANDARDS | 4L

Grade 4 ELA Standards		Progress English Language Arts, Grade 4
4L5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	4L5a: Explain the meaning of simple similes and metaphors in context.	GRADE 4 Language Figurative Language—p. 124
	4L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.	GRADE 4 Language Idioms, Adages, and Proverbs—p. 212
	4L5c: Demonstrate understanding of words by relating them to their antonyms and synonyms.	GRADE 4 Language Synonyms and Antonyms—p. 174
4L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	GRADE 4 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 Language Context Clues—p. 36 Affixes—p. 80 Precise Words and Phrases—p. 92 Figurative Language—p. 124 Figurative Language—pp. 136-137 Synonyms and Antonyms—p. 174 Frequently Confused Words—p. 185 Idioms, Adages, and Proverbs—p. 212 Roots—p. 256 Unit 5 Reading Literature: Craft and Structure Determining Word Meaning: “Paul Revere’s Real Ride” (Realistic Fiction)— pp. 100-105 Unit 7 Reading Informational Text: Craft and Structure Determining Word Meanings: “The People of the Longhouse” (Historical Text)—pp. 150-155 Writing Handbook Step 3 Revising Revising Checklist: Word Choice—p. 279