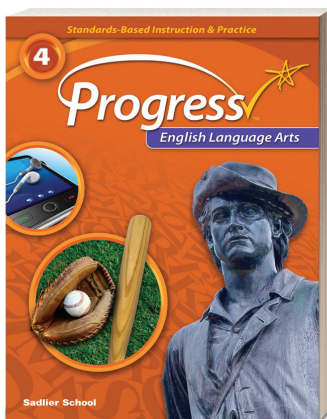


SADLIER

# Progress

## English Language Arts

Standards-Based Instruction & Practice



Aligned to the 2015 Revised

# Alabama


## Course of Study:

### English Language Arts

## Grade Four

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## Reading Standards for Literature

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

#### Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.4.1]
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. [RL.4.2]
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). [RL.4.3]

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*). [RL.4.4]
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. [RL.4.5]

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

#### 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 Review—pp. 37–38  
Performance Task—Online

#### 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 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 Review—pp. 37–38  
Performance Task—Online

#### Unit 5 Reading Literature: Craft and Structure

**Determining Word Meaning:** "Paul Revere's Real Ride" (Realistic Fiction)— pp. 100–105

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 97–99  
Close Reading: "James Armistead: Spying for the Revolution" (Journal Entries)—pp. 118–122  
Unit 5 Review—pp. 125–126  
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 5 Review—pp. 125–126  
Performance Task—Online

## Reading Standards for Literature

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. [RL.4.6]

### Integration of Knowledge and Ideas

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. [RL.4.7]
8. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. [RL.4.9]

### Range of Reading and Level of Text Complexity

9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.4.10]

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

**Unit 5 Reading Literature: Craft and Structure**  
**Comparing and Contrasting Points of View:** “Bringing Hope to the Valley” (Narrative Poem)— pp. 112–117

SEE ALSO  
Introducing Unit 5/Home Connect/Essential Question—pp. 97–99  
Close Reading: “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122  
Unit 5 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 9 Review—pp. 213–214  
Performance Task—Online

**Unit 1 Reading Literature: Key Ideas and Details**

**Connect Across Texts:** Compare and Contrast Texts—p. 35

**Unit 5 Reading Literature: Craft and Structure**

**Connect Across Texts:** Compare and Contrast Texts—p. 123

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

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

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

SEE ALSO  
Introducing Unit 9/Home Connect/Essential Question—pp. 191–193  
Close Reading: “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)—pp. 206–210  
Unit 9 Review—pp. 213–214  
Performance Task—Online

**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

## Reading Standards for Literature

ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

**Close Reading:** “Moving to a New World” (Realistic Fiction)—pp. 30–34

**Connect Across Texts:** Compare and Contrast Texts—p. 35

**Unit 1 Review:** “Race to the Treasure” (Adventure Story)—pp. 37–38

### Unit 5 Reading Literature: Craft and Structure

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

**Craft and Structure: Comprehension Check**—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122

**Determining Word Meaning:** “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 100–105

**Explaining Structural Elements:** “The Hero of Saratoga” (Historical Drama)—pp. 106–111

**Comparing and Contrasting Points of View:** “Bringing Hope to the Valley” (Narrative Poem)—pp. 112–117

**Close Reading:** “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122

**Connect Across Texts:** Compare and Contrast Texts—p. 123

**Unit 5 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 9 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

## Reading Standards for Informational Text

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

#### Key Ideas and Details

10. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.4.1]

11. Determine the main idea of a text and explain how it is supported by key details; summarize the text. [RI.4.2]

12. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. [RI.4.3]

#### Craft and Structure

13. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *Grade 4 topic or subject area*. [RI.4.4]

14. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. [RI.4.5]

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

#### **Unit 3 Reading Informational Text: Key Ideas and Details** **Providing Text Evidence:** “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural)—pp. 56–61

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55  
Close Reading: “Volcanoes: Nature’s Fire” by Dr. Dmitri Paplanovich (Science Magazine Article)—pp. 74–78  
Unit 3 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 3 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 3 Review—pp. 81–82  
Performance Task—Online

#### **Unit 7 Reading Informational Text: Craft and Structure** **Determining Word Meanings:** “The People of the Longhouse” (Historical Text)— pp. 150–155

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149  
Close Reading: “Helping the Union?” (Cause/Effect Essay)—pp. 168–172  
Unit 7 Review—pp. 175–176  
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 7 Review—pp. 175–176  
Performance Task—Online

## Reading Standards for Informational Text

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

15. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. [RI.4.6]

### Integration of Knowledge and Ideas

16. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. [RI.4.7]

17. Explain how an author uses reasons and evidence to support particular points in a text. [RI.4.8]

18. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [RI.4.9]

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

**Unit 7 Reading Informational Text: Craft and Structure**  
**Comparing and Contrasting Events and Topics:** “Ben Franklin’s Whistle” (Memoir/Biography)/“The Whistle” excerpts from *The Story of Benjamin Franklin* by James Baldwin—pp. 162–167

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149  
Close Reading: “Helping the Union?” (Cause/Effect Essay)—pp. 168–172  
Unit 7 Review—pp. 175–176  
Performance Task—Online

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**  
**Interpreting Visual Information:** “Satellites Around Earth” (Technical Text)—pp. 232–237

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 229–231  
Close Reading: “The Robot Cheetah” (Scientific Journal Entry)/“Robot Cheetah on the Move” by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254  
Unit 11 Review—pp. 257–258  
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 11 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

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

## Reading Standards for Informational Text

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

#### Range of Reading and Level of Text Complexity

19. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.4.10]

### SADLIER 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 3 Review:** “Sidewalk Surfing” (Explanatory Text)—pp. 81–82

#### **Unit 7 Reading Informational Text: Craft and Structure**

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

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

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

**Describing Text Structures:** “A Tale of a City’s Tunnels” (Explanatory Text)—pp. 156–161

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

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

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

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

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

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

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

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

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

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

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

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

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

## Reading Standards: Foundational Skills

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

#### Phonics and Word Recognition

20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.4.3]
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.4.3a]

#### Fluency

21. Read with sufficient accuracy and fluency to support comprehension. [RF.4.4]
- a. Read grade-level text with purpose and understanding. [RF.4.4a]
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.4.4b]
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.4.4c]

## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

#### Text Types and Purposes

22. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.4.1]
- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. [W.4.1a]
- b. Provide reasons that are supported by facts and details. [W.4.1b]

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

#### 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—p. 274

#### Foundational Skills Handbook: Fluency

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

#### Unit 1 Reading Literature: Key Ideas and Details

**Language:** Context Clues—p. 36

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

#### 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

#### 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

#### 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



## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

- c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). [W.4.1c]
- d. Provide a concluding statement or section related to the opinion presented. [W.4.1d]

23. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [W.4.2]

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

**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

**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

**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

**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

**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

### 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

## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [W.4.2a]
- 
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.4.2b]
- 
- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). [W.4.2c]
- 
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.4.2d]

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**  
**Read a Student Model/Outline an Informative/Explanatory Essay:** 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

**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:** 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

## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

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- e. Provide a concluding statement or section related to the information or explanation presented. [W.4.2e]
- 

24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.4.3]
- 

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [W.4.3a]
- 
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. [W.4.3b]
- 
- c. Use a variety of transitional words and phrases to manage the sequence of events. [W.4.3c]
- 
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely. [W.4.3d]
- 

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

#### **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

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#### **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

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#### **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

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#### **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

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#### **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

SEE ALSO

Introducing Unit 2/Home Connect/Essential Question—pp. 39–41

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#### **Performance Task 1**

**Part 2: Narrative Writing** (write two or three paragraphs describing what might happen next)—pp. 141, 144

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#### **Performance Task 2**

**Part 2: Narrative Writing** (write a series of journal entries)—pp. 259, 262

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#### **Unit 2 Text Types and Purposes: Write Fictional Narratives**

**Read a Student Model/Write a Fictional Narrative:** Creating an Organizational Structure/Getting the Reader's Attention/Establishing the Story Situation—pp. 42–45

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#### **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

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#### **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

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#### **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

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## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

- e. Provide a conclusion that follows from the narrated experiences or events. [W.4.3e]

### Production and Distribution of Writing

- 25. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above.) [W.4.4]

- 26. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language in Grades K–4.) [W.4.5]

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

**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

**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

**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

**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

**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

**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

**Unit 2 Text Types and Purposes: Write Fictional Narratives**  
**Draft a Fictional Narrative**—p. 45  
**Unit 2 Review:** Write the final draft—p. 52

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**  
**Draft an Informative/Explanatory Essay**—p. 89  
**Unit 4 Review:** Write the final draft—p. 96

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**  
**Draft an Evidence-Based Essay**—p. 133  
**Unit 8 Review:** Write the final draft—p. 140

## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

27. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. [W.4.6]

### Research to Build and Present Knowledge

28. Conduct short research projects that build knowledge through investigation of different aspects of a topic. [W.4.7]

29. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. [W.4.8]

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

#### Unit 8 Text Types and Purposes: Write Opinion Pieces

**Draft an Opinion Piece**—p. 183

**Unit 8 Review:** Write the final draft—p. 190

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

**Draft a Research Report**—p. 222

**Unit 10 Review:** Write the final draft—p. 228

#### 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

#### Writing Handbook

**Step 1: Planning** (use websites for information)—pp. 276–277

**Step 2: Drafting** (writing on a computer)—p. 278

**Step 3: Revising** (using a computer)—pp. 279–280

**Step 4: Editing** (using a computer)—pp. 281–282

**Step 5: Producing, Publishing, and Presenting** (using a computer)—p. 283

*See also Home Connect:* (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10, 40, 84 (Internet blog), 128 (blogs), 178, 192 (Web search), 216 (digital sources), 230 (website)

#### 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

#### 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/Take Notes—pp. 219–222

**Unit 10 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

## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

30. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.4.9]
- a. Apply *Grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). [W.4.9a]

### SADLIER 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

**Connect Across Texts:** Compare and Contrast Texts—p. 35

**Unit 1 Review:** “Race to the Treasure” (Adventure Story)—pp. 37–38

#### Unit 5 Reading Literature: Craft and Structure

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

**Craft and Structure: Comprehension Check**—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122

**Distinguishing Literal from Nonliteral Language:** “The Best Friend Possible” (Realistic Fiction)— pp. 100–105

**Understanding Parts of a Drama:** “Singing Your Blues Away” (Drama)—pp. 106–111

**Distinguishing Points of View:** “Forever Friends” (Narrative Poem)— pp. 112–117

**Close Reading:** “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122

**Connect Across Texts:** Compare and Contrast Texts—p. 123

**Unit 5 Review:** “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122

#### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Introducing Unit 9/Home Connect/Essential Question**—pp. 191–193

**Integration of Knowledge and Ideas:** Comprehension Check—pp. 195, 197, 199, 201, 203, 205, 209–210

**Making Connections Between Texts:** “Gilgamesh’s Quest for Immortality” (Sumerian Epic)— pp. 194–199

**Comparing and Contrasting Themes and Topics:** “A Camping Adventure” (Irish Folk Tale)/“The Fox and the Snail” (Swiss Fable)—pp. 200–205

**Close Reading:** “Treasure in the Desert” (Adventure Story)—pp. 206–210

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

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

## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

- b. Apply *Grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). [W.4.9b]

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

#### 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

#### Unit 3 Reading Informational Text: Key Ideas and Details

**Introducing Unit 3/Home Connect/Essential Question**—pp. 53–55

**Key Ideas and Details:** Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78

**Drawing Inferences:** “Understanding Newton’s Three Laws of Motion” (Technical Text)—pp. 56–61

**Determining Main Idea and Summarizing:** “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text)—pp. 62–67

**Explaining Relationships Between Ideas:** “Experiments with Motion” (Technical Text/Procedural)—pp. 68–73

**Close Reading:** “Using Their Heads: Amazing Octopuses and Squids” by Trevor H. Kindlemann, Ph.D. (Scientific Magazine Article)—pp. 74–78

**Connect Across Texts:** Compare and Contrast—p. 79

**Unit 3 Review:** “Sidewalk Surfing” (Explanatory Text)—pp. 81–82

#### Unit 7 Reading Informational Text: Craft and Structure

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

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

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

**Describing Text Structures:** “A Tale of a City’s Tunnels” (Explanatory Text)—pp. 156–161

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

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

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

**Unit 7 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

## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

### Range of Writing

31. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [W.4.10]

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

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

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

#### Performance Task 1

**Part 3: Research Simulation**—pp. 141, 145–146

#### Performance Task 2

**Part 3: Research Simulation**—pp. 259, 263–264

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

#### 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

#### 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

#### 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

#### 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



## Writing Standards

ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

### 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

\*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.

## Speaking and Listening Standards

ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

### Comprehension and Collaboration

32. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 4 topics and texts*, building on others' ideas and expressing their own clearly. [SL.4.1]

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.4.1a]

- b. Follow agreed-upon rules for discussions and carry out assigned roles. [SL.4.1b]

**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 Standards

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. [SL.4.1c]

- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [SL.4.1d]

33. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.4.2]

34. Identify the reasons and evidence a speaker provides to support particular points. [SL.4.3]

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

**Speaking and Listening:** Discuss the Essential Question: 50 (*Did I: Ask questions to check my understanding/answer questions?*); Questions I Asked/Questions I Answered—pp. 94, 138, 188, 226

#### Writing Handbook

**Step 5: Producing, Publishing, and Presenting:** Listening Tips (take notes, including questions to ask)—p. 283

*See also Home Connect* (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

**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

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

**Connect Across Texts:** Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

**Speaking and Listening:** Discuss the Essential Question—pp. 50, 94, 138, 188, 226

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

#### SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 229–231  
Close Reading: “The Robot Cheetah” (Scientific Journal Entry)/“Robot Cheetah on the Move” by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254

Unit 11 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)

## Speaking and Listening Standards

ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

### Unit 3 Reading Informational Text: Key Ideas and Details Finding Main Idea and Summarizing: “Earth’s Layers and Plates” (Journal Article)—pp. 62–67

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55  
Close Reading: “Volcanoes: Nature’s Fire” by Dmitri Paplanovich  
(Science Magazine Article)—pp. 74–78  
Unit 3 Review—pp. 81–82  
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 11 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

### Presentation of Knowledge and Ideas

35. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.4.4]

36. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. [SL.4.5]

37. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 38 and 40 for specific expectations.) [SL.4.6]

### 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

### Writing Handbook

#### Step 5: Producing, Publishing, and Presenting: Speaking Tips (determine how formal or informal you need to be; use language that fits your audience and occasion)—p. 283

**Connect Across Texts:** Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

## Speaking and Listening Standards

ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

**Speaking and Listening:** Discuss the Essential Question—pp. 50, 94, 138, 188, 226

See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

## Language Standards

ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

### Conventions of Standard English

38. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.4.1]

- a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). [L.4.1a]
- b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. [L.4.1b]
- c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. [L.4.1c]
- d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*). [L.4.1d]
- e. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. [L.4.1f]
- f. Correctly use frequently confused words (e.g., *to, too, two; there, their*). [L.4.1g]

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

**Language:** Relative Pronouns—p. 135

**Language:** Relative Adverbs—p. 136

SEE ALSO

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

Unit 6 Review—pp. 139–140

### Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

**Language:** Progressive Forms of Verbs—p. 91

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84

Unit 4 Review—pp. 95–96

### Unit 8 Text Types and Purposes: Write Opinion Pieces

**Language:** Modal Auxiliaries—p. 186

SEE ALSO

Introducing Unit 8/Home Connect—pp. 177–178

Unit 8 Review—pp. 189–190

### Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

**Language:** Order of Adjectives—p. 93

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84

Unit 4 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 2 Review—pp. 51–52

### Unit 8 Text Types and Purposes: Write Opinion Pieces

**Language:** Frequently Confused Words—p. 185

SEE ALSO

Introducing Unit 8/Home Connect—pp. 177–178

Unit 8 Review—pp. 189–190

## Language Standards

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

39. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.4.2]
- 
- a. Use correct capitalization. [L.4.2a]
- 
- b. Use commas and quotation marks to mark direct speech and quotations from a text. [L.4.2b]
- 
- c. Use a comma before a coordinating conjunction in a compound sentence. [L.4.2c]
- 
- d. Spell grade-appropriate words correctly, consulting references as needed. [L.4.2d]

### Knowledge of Language

40. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.4.3]
- 
- a. Choose words and phrases to convey ideas precisely. [L.4.3a]
- 
- b. Choose punctuation for effect. [L.4.3b]
- 

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

#### **Unit 10 Research to Build and Present Knowledge: Write a Research Report**

**Language:** Capitalization—p. 224

SEE ALSO

Introducing Unit 10/Home Connect—pp. 215–216

Unit 10 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 2 Review—pp. 51–52

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

**Language:** Commas and Quotation Marks in Direct Quotation—p. 134

SEE ALSO

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

Unit 6 Review—pp. 139–140

#### **Unit 10 Research to Build and Present Knowledge: Write a Research Report**

**Language:** Commas in Compound Sentences—p. 223

SEE ALSO

Introducing Unit 10/Home Connect—pp. 215–216

Unit 10 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 10 Review—p. 227

#### **Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**

**Language:** Precise Words and Phrases—p. 92

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84

Unit 4 Review—pp. 95–96

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

**Language:** Punctuation for Effect—p. 137

SEE ALSO

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

Unit 6 Review—p. 139

## Language Standards

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### Vocabulary Acquisition and Use

- 41. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 4 reading and content*, choosing flexibly from a range of strategies. [L.4.4]
  - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. [L.4.4a]
  - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). [L.4.4b]
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [L.4.4c]

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

#### **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 Review—p. 189

#### **Unit 1 Reading Literature: Key Ideas and Details**

**Language:** Context Clues—p. 36

SEE ALSO

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

#### **Unit 3 Reading Informational Text: Key Ideas and Details**

**Language:** Affixes—p. 80

SEE ALSO

Introducing Unit 3/Home Connect—pp. 53–54  
Unit 3 Review—pp. 81–82

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Language:** Roots—p. 256

SEE ALSO

Introducing Unit 11/Home Connect—pp. 229–230  
Unit 11 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

#### **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

## Language Standards

### ENGLISH LANGUAGE ARTS STANDARDS, GRADE FOUR

42. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.4.5]
- 
- a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. [L.4.5a]
- 
- b. Recognize and explain the meaning of common idioms, adages, and proverbs. [L.4.5b]
- 
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). [L.4.5c]
- 
43. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). [L.4.6]

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

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

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Language:** Idioms, Adages, and Proverbs—p. 212

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

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

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

**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