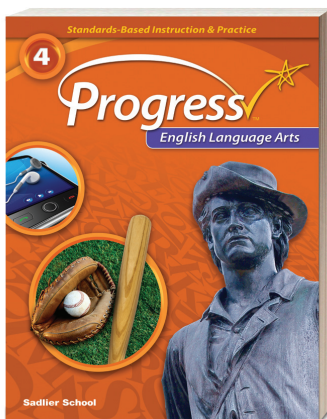


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to

Arizona's College and Career Ready Standards – English Language Arts

Grade 4

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 **Sadlier**
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Reading Standards for Literature

GRADE 4 STUDENTS:

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. **(4.RL.1)**
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. **(4.RL.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). **(4.RL.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*). **(4.RL.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. **(4.RL.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

GRADE 4 STUDENTS:

6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **(4.RL.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. **(4.RL.7)**
8. (Not applicable to literature) **(4.RL.8)**
9. 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. **(4.RL.9)**

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(4.RL.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

GRADE 4 STUDENTS:

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

GRADE 4 STUDENTS:

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. **(4.RI.1)**

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. **(4.RI.2)**

3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **(4.RI.3)**

Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. **(4.RI.4)**

5. 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. **(4.RI.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

GRADE 4 STUDENTS:

6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. **(4.RI.6)**

Integration of Knowledge and Ideas

7. 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. **(4.RI.7)**

8. Explain how an author uses reasons and evidence to support particular points in a text. **(4.RI.8)**

9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **(4.RI.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

GRADE 4 STUDENTS:

Range of Reading and Level of Text Complexity

10. By the end of the 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. **(4.RI.10)**
- a. By the end of year, read and comprehend functional 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. **(AZ.4.RI.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

GRADE 4 STUDENTS:

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - 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. **(4.RF.3)**

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **(4.RF.4)**

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

Writing Standards

GRADE 4 STUDENTS:

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - 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.
 - b. Provide reasons that are supported by facts and details.

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

GRADE 4 STUDENTS:

- c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- d. Provide a concluding statement or section related to the opinion presented. **(4.W.1)**

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

GRADE 4 STUDENTS:

- 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.

- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

GRADE 4 STUDENTS:

-
- e. Provide a concluding statement or section related to the information or explanation presented. (4.W.2)

-
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

-
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

-
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

-
- c. Use a variety of transitional words and phrases to manage the sequence of events.

-
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
-

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

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

Read a Student Model/Outline an Informative/Explanatory Essay: Providing a Concluding Statement That Restates the Opening Statement in Slightly Different Words—pp. 88–89

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

Read a Student Model/Outline an Evidence-Based Essay: Using Earlier-Stated Evidence in the Conclusion—pp. 132–133

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

Read a Student Model/Use Index Cards/Outline a Research Report: Wrapping Up Research in the Concluding Statement—p. 218

Unit 2 Text Types and Purposes: Write Fictional Narratives

Read a Student Model/Write a Fictional Narrative: Analyze a student model/organize and draft a fictional narrative—pp. 42–45

Unit 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

Performance Task 1

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

Performance Task 2

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

Unit 2 Text Types and Purposes: Write Fictional Narratives

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

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

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

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

Writing Standards

GRADE 4 STUDENTS:

- e. Provide a conclusion that follows from the narrated experiences or events. **(4.W.3)**

Production and Distribution of Writing

- 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **(4.W.4)**
 - a. Produce clear and coherent functional writing (e.g., friendly and formal letters, recipes, experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose. **(AZ.4.W.4)**
- 5. 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 Language standards 1–3 up to and including grade 4.) **(4.W.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

GRADE 4 STUDENTS:

6. 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. **(4.W.6)**

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. **(4.W.7)**
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **(4.W.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

GRADE 4 STUDENTS:

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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].”).

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

GRADE 4 STUDENTS:

- 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”). **(4.W.9)**

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

GRADE 4 STUDENTS:

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (4.W.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

GRADE 4 STUDENTS:

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

GRADE 4 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Comprehension and Collaboration

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

- 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.

- b. Follow agreed-upon rules for discussions and carry out assigned roles.

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

GRADE 4 STUDENTS:

- 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.

- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **(4.SL.1)**

2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **(4.SL.2)**

3. Identify the reasons and evidence a speaker provides to support particular points. **(4.SL.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

GRADE 4 STUDENTS:

Presentation of Knowledge and Ideas

- 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. **(4.SL.4)**
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **(4.SL.5)**
- 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 1 for specific expectations.) **(4.SL.6)**

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

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

GRADE 4 STUDENTS:

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

GRADE 4 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).
 - e. Form and use prepositional phrases.

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 4 Text Types and Purposes: Write Informative/Explanatory Texts

Language: Prepositional Phrases—p. 90

SEE ALSO

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

Unit 4 Review—pp. 95–96

Language Standards

GRADE 4 STUDENTS:

- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

- g. Correctly use frequently confused words (e.g., *to, too, two; there, their*). **(4.L.1)**

- h. Write and organize one or more paragraphs about a topic. **(AZ.4.L.1)**

- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use correct capitalization.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

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

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

Language Standards

GRADE 4 STUDENTS:

- b. Use commas and quotation marks to mark direct speech and quotations from a text.

- c. Use a comma before a coordinating conjunction in a compound sentence.

- d. Spell grade-appropriate words correctly, consulting references as needed. **(4.L.2)**

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.

- b. Choose punctuation for effect.*

- 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). **(4.L.3)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

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

Language Standards

GRADE 4 STUDENTS:

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
 - 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. **(4.L.4)**
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Unit 1 Reading Literature: Key Ideas and Details

Language: Context Clues—p. 36

SEE ALSO

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

Unit 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

Performance Task 1

Part 3: Research Simulation (dictionary entries)—pp. 141, 145–146

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

Language: Spelling (look words up in a dictionary)—p. 225

Performance Task 2

Part 3: Research Simulation (dictionary entries)—pp. 259, 263–264

Writing Handbook

Step 4 Editing: Editing Checklist (use a print or online dictionary)—p. 281

Glossary—pp. 284–287

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

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

Language Standards

GRADE 4 STUDENTS:

- b. Recognize and explain the meaning of common idioms, adages, and proverbs.

- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **(4.L.5)**

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). **(4.L.6)**

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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

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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

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Unit 3 Reading Informational Text: Key Ideas and Details

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

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Unit 5 Reading Literature: Craft and Structure

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Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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