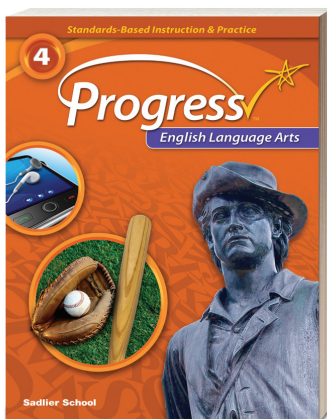


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

Colorado

Academic Standards in Reading, Writing & Communicating

Fourth Grade

Contents

1. Oral Expression and Listening	2
2. Reading for All Purposes	5
3. Writing and Composition	15
4. Research and Reasoning	24

1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience

Concepts and skills students master:

1. A clear communication plan is necessary to effectively deliver and receive information

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Students can:

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

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

- ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)

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

- iv. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)

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

Speaking and Listening: Discuss the Essential Question—pp. 50 (*Did I: Come to the discussion prepared?*), 94, 138, 188, 226

Writing Handbook

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

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

Speaking and Listening: Discuss the Essential Question—pp. 50 (*Did I: Follow agreed-upon rules for discussion?*), 94, 138, 188, 226

Writing Handbook

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

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

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

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

- b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)

- c. Identify the reasons and evidence a speaker provides to support particular points. (CCSS: SL.4.3)

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)

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

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

e. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.4.5)

f. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (CCSS: SL.4.6)

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: 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

2. Reading for All Purposes

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Concepts and skills students master:

1. Comprehension and fluency matter when reading literary texts in a fluent way

FOURTH GRADE EVIDENCE OUTCOMES

Students can:

a. Use Key Ideas and Details to:

- i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)
- ii. Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot.
- iii. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)
- iv. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (CCSS: RL.4.3)
- v. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)

b. Use Craft and Structure to:

- i. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (CCSS: RL.4.4)

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

FOURTH GRADE EVIDENCE OUTCOMES

- ii. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (CCSS: RL.4.5)

- iii. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)

c. Use Integration of Knowledge and Ideas to:

- i. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (CCSS: RL.4.7)

- ii. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9)

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

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

FOURTH GRADE EVIDENCE OUTCOMES

- iii. Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.

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

- i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.4.10)

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Unit 1 Reading Literature: Key Ideas and Details

Determining Theme and Summarizing: “On Board the *Isaac Webb*” (Historical Fiction)—pp. 18–23

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11

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

Unit 1 Review—pp. 37–38

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

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 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

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

- ii. Read familiar texts orally with fluency, accuracy, and prosody (expression)

2. Reading for All Purposes

Prepared Graduates:

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

Concepts and skills students master:

- 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Students can:

a. Use Key Ideas and Details to:

- i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)
- ii. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
- iii. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)
- iv. Skim materials to develop a general overview of content
- v. Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage)

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

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

b. Use Craft and Structure to:

- i. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. (CCSS: RI.4.4)

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

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

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

Unit 7 Reading Informational Text: Craft and Structure
Describing Text Structures: “A Tale of a City’s Tunnels” (Explanatory Text)—pp. 156–161

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

- iii. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)

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

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

- iv. Identify common organizational structures (paragraphs, topic sentences, concluding sentences) and explain how they aid comprehension

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

- v. Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information

- vi. Identify conclusions

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

c. Use Integration of Knowledge and Ideas to:

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 229–231

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

Unit 11 Review—pp. 257–258

Performance Task—Online

- ii. Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 229–231

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

Unit 11 Review—pp. 257–258

Performance Task—Online

- iii. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 229–231

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

Unit 11 Review—pp. 257–258

Performance Task—Online

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

- i. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.4.10)

Unit 3 Reading Informational Text: Key Ideas and Details

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

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

Providing Text Evidence: “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural)—pp. 56–61

Determining the Main Idea and Summarizing: “Earth’s Layers and Plates” (Journal Article)—pp. 62–67

Explaining Events and Ideas: “The Power of Tsunamis” (Scientific Text)—pp. 68–73

Close Reading: “Volcanoes: Nature’s Fire” by Dr. Dmitri Paplanovich (Science Magazine Article)—pp. 74–78

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Concepts and skills students master:

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

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Students can:

- a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.3)

- i. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.4.3a)

- b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)

- i. Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
- ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.4.4b)
- iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)

- c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)

- i. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)
- ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). (CCSS: L.4.4b)

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

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

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

- iii. Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness)

- iv. Read and understand words that change spelling to show past tense: write/wrote, catch/caught, teach/taught

- v. Read multisyllabic words with and without inflectional and derivational suffixes

- vi. Infer meaning of words using explanations offered within a text

- vii. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.4.4c)

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 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

Foundational Skills Handbook: Phonics and Word Recognition

Prefixes—p. 267
Suffixes—p. 268

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

FOURTH GRADE EVIDENCE OUTCOMES

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

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

3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Concepts and skills students master:

1. The recursive writing process is used to create a variety of literary genres for an intended audience

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Students can:

- a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)

- i. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. (CCSS: W.4.1a)

- ii. Provide reasons that are supported by facts and details. (CCSS: W.4.1b)

- iii. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). (CCSS: W.4.1c)

- iv. Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)

-
- b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)

Unit 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

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 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

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

3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Concepts and skills students master:

2. Informational and persuasive texts use the recursive writing process

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

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 130–133

Unit 6 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

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

- i. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)

FOURTH GRADE EVIDENCE OUTCOMES	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
<p>ii. Choose planning strategies to support text structure and intended outcome</p>	
<p>iii. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast)</p>	
<p>iv. Organize relevant ideas and details to convey a central idea or prove a point</p>	<p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure—pp. 86, 89</p> <p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Read a Student Model/Outline an Evidence-Based Essay: Creating an Organizational Structure—pp. 130, 133</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use Index Cards/Outline a Research Report: Creating an Organizational Structure—pp. 218–219, 222</p>
<p>v. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)</p>	<p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Read a Student Model/Outline an Informative/Explanatory Essay: Grouping Information Around Subtopics—pp. 87, 89</p> <p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Read a Student Model/Outline an Evidence-Based Essay: Supporting Ideas with Text Evidence/Using Quotations/ Describing Characters—pp. 131, 133</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use Index Cards/Outline a Research Report: Developing the Topic with Details and Relevant Information—pp. 219, 222</p>
<p>vi. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). (CCSS: W.4.2c)</p>	<p>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</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use Index Cards/Outline a Research Report: Using Transitions (soon after, before this time, then)—p. 219</p>
<p>vii. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)</p>	<p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Read a Student Model/Outline an Informative/Explanatory Essay: Using Precise Language—pp. 87, 89</p>

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

- viii. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)

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

Read a Student Model/Outline an Evidence-Based Essay: Using Specific Vocabulary (carriages, military, determination)—p. 132

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

Read a Student Model/Use Index Cards/Outline a Research Report: Using Domain-Specific Vocabulary (geology, minerals, environment, spacecraft, atmosphere)—pp. 218–220

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

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

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

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

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

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

3. Writing and Composition

Prepared Graduates:

- Apply standard English conventions to effectively communicate with written language

Concepts and skills students master:

3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Students can:

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)

Unit 2 Text Types and Purposes: Write Fictional Narratives

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

Unit 2 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

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

- b. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)

Unit 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

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

FOURTH GRADE EVIDENCE OUTCOMES

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

d. Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose

e. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)

i. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)

ii. Choose punctuation for effect. (CCSS: L.4.3b)

iii. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS: L.4.3c)

f. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)

i. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). (CCSS: L.4.1a)

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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 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

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

FOURTH GRADE EVIDENCE OUTCOMES	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
<p>ii. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. (CCSS: L.4.1b)</p>	<p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Language: Progressive Forms of Verbs—p. 91</p> <p>SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Review—pp. 95–96</p>
<p>iii. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. (CCSS: L.4.1c)</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Language: Modal Auxiliaries—p. 186</p> <p>SEE ALSO Introducing Unit 8/Home Connect—pp. 177–178 Unit 8 Review—pp. 189–190</p>
<p>iv. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). (CCSS: L.4.1d)</p>	<p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Language: Order of Adjectives—p. 93</p> <p>SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Review—pp. 95–96</p>
<p>v. Form and use prepositional phrases. (CCSS: L.4.1e)</p>	<p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Language: Prepositional Phrases—p. 90</p> <p>SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Review—pp. 95–96</p>
<p>vi. Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing</p>	
<p>vii. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)</p>	<p>Unit 2 Text Types and Purposes: Write Fictional Narratives Language: Complete Sentences—p. 46 Language: Fragments—p. 47 Language: Run-on Sentences—p. 48</p> <p>SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Review—pp. 51–52</p>
<p>viii. Correctly use frequently confused words (e.g., <i>to, too, two; there, i</i>). (CCSS: L.4.1g)</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Language: Frequently Confused Words—p. 185</p> <p>SEE ALSO Introducing Unit 8/Home Connect—pp. 177–178 Unit 8 Review—pp. 189–190</p>
<p>g. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)</p> <p>i. Use correct capitalization. (CCSS: L.4.2a)</p>	<p>Unit 10 Research to Build and Present Knowledge: Write a Research Report Language: Capitalization—p. 224</p> <p>SEE ALSO Introducing Unit 10/Home Connect—pp. 215–216 Unit 10 Review—p. 227</p>

FOURTH GRADE EVIDENCE OUTCOMES

- ii. Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b)

- iii. Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c)

- iv. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)

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

4. Research and Reasoning

Prepared Graduates:

- Use primary, secondary, and tertiary written sources to generate and answer research questions

Concepts and skills students master:

1. Comprehending new information for research is a process undertaken with discipline both alone and within groups

FOURTH GRADE EVIDENCE OUTCOMES

Students can:

- a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)

- i. Identify a topic and formulate open-ended research questions for further inquiry and learning

- ii. Present a brief report of the research findings to an audience

- b. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8)

- i. Identify relevant sources for locating information

- ii. Locate information using text features, (appendices, indices, glossaries, and table of content)

- iii. Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources)

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: 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

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

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

- iv. Read for key ideas, take notes, and organize information read (using graphic organizer)
- v. Interpret and communicate the information learned by developing a brief summary with supporting details
- vi. Develop relevant supporting visual information (charts, maps, diagrams, photo evidence, models)

c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)

- i. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). (CCSS: W.4.9.a)

Unit 10 Review: Assignment: Write the final copy of the research report started on p. 222—p. 228

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

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

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

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

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

4. Research and Reasoning

Prepared Graduates:

- Articulate the position of self and others using experiential and material logic

Concepts and skills students master:

2. Identifying implications, concepts, and ideas enriches reasoning skills

FOURTH GRADE EVIDENCE OUTCOMES

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Students can:

- a. Consider negative as well as positive implications of their own thinking or behavior, or others thinking or behavior
- b. State, elaborate, and give an example of a concept (for example, state, elaborate, and give an example of friendship or conflict)
- c. Identify the key concepts and ideas they and others use
- d. Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth