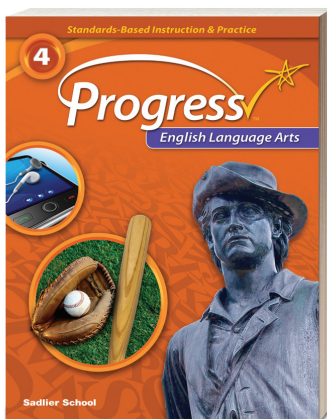


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

Language Arts

Florida Standards (LAFS)

Grade: 4

Contents

Reading Standards for Literature	2
Reading Standards: Foundational Skills	5
Reading Standards for Informational Text	5
Writing Standards	8
Standards for Speaking and Listening	17
Language Standards	20



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SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Cluster 1: Key Ideas and Details

LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.4.RL.1.3 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).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 2: Craft and Structure

LAFS.4.RL.2.4 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).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.4.RL.2.5 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

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

Strand: Reading Standards for Literature

C

LAFS.4.RL.2.6 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)

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Integration of Knowledge and Ideas

LAFS.4.RL.3.7 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.4.RL.3.9 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.4.RL.4.10 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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: “Treasure in the Desert” (Adventure Story)—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: “A Camping Adventure” (Irish Folk Tale)/“The Fox and the Snail” (Swiss Fable)—pp. 200–206

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

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 191–193
Close Reading: “Treasure in the Desert” (Adventure Story)—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

Strand: Reading Standards for Literature

C

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

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

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

Strand: Reading Standards: Foundational Skills

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Cluster 3: Phonics and Word Recognition

LAFS.4.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Cognitive Complexity: Level 1: Recall

- 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.

Foundational Skills Handbook: Phonics and Word Recognition

Base Words—p. 266

Prefixes—p. 267

Suffixes—p. 268

Greek and Latin 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 Vowels—p. 273

Cluster 4: Fluency

LAFS.4.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

- 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.

Foundational Skills Handbook: Fluency Practicing Fluency—p. 274

Foundational Skills Handbook: Fluency Practicing Fluency—p. 274

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

Strand: Reading Standards for Informational Text

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Cluster 1: Key Ideas and Details

LAFS.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

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 Dmitri Paplanovich (Science Magazine Article)—pp. 74–78

Unit 3 Review—pp. 81–82

Performance Task—Online

Strand: Reading Standards for Informational Text

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
<p>LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Unit 3 Reading Informational Text: Key Ideas and Details Finding Main Idea and Summarizing: “Earth’s Layers and Plates” (Journal Article)—pp. 62–67</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 53–55 Close Reading: “Volcanoes: Nature’s Fire” by Dmitri Paplanovich (Science Magazine Article)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online</p>
<p>LAFS.4.RI.1.3 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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Unit 3 Reading Informational Text: Key Ideas and Details Explaining Events and Ideas: “The Power of Tsunamis” (Scientific Text)—pp. 68–73</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 53–55 Close Reading: “Volcanoes: Nature’s Fire” by Dmitri Paplanovich (Science Magazine Article)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online</p>
<p>Cluster 2: Craft and Structure</p>	
<p>LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to <i>a grade 4 topic or subject area</i>.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Unit 7 Reading Informational Text: Craft and Structure Determining Word Meanings: “The People of the Longhouse” (Historical Text)— pp. 150–155</p> <p>SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: “Helping the Union?” (Cause/Effect Essay)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online</p>
<p>LAFS.4.RI.2.5 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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Unit 7 Reading Informational Text: Craft and Structure Describing Text Structures: “A Tale of a City’s Tunnels” (Explanatory Text)—pp. 156–161</p> <p>SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: “Helping the Union?” (Cause/Effect Essay)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online</p>
<p>LAFS.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Unit 7 Reading Informational Text: Craft and Structure Comparing and Contrasting Events and Topics: “Ben Franklin’s Whistle” (Memoir/Biography)/“The Whistle” excerpts from <i>The Story of Benjamin Franklin</i> by James Baldwin—pp. 162–167</p> <p>SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: “Helping the Union?” (Cause/Effect Essay)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online</p>

Strand: Reading Standards for Informational Text

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Cluster 3: Integration of Knowledge and Ideas

LAFS.4.RI.3.7 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.4.RI.4.10 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

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. Kindelman, Ph.D. (Scientific Magazine Article)—pp. 74–78

Strand: Reading Standards for Informational Text

STANDARDS

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

Strand: Writing Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Cluster 1: Text Types and Purposes

LAFS.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

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

Strand: Writing Standards

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
<p>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.</p> <hr/> <p>b. Provide reasons that are supported by facts and details.</p> <hr/> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</p> <hr/> <p>d. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Essay: Creating an Organizational Structure/Introducing the Topic/Stating the Writer’s Opinion—pp. 180, 183</p> <hr/> <p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Essay: Providing Strong Reasons that Support the Opinion—pp. 181–183</p> <hr/> <p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Essay: Using Linking Words and Phrases—pp. 181, 183</p> <hr/> <p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Essay: Providing a Concluding Statement that Restates the Opinion and Summarizes in an Interesting Way—pp. 182–183</p>
<p>LAFS.4.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</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> <hr/> <p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 130–133 Unit 6 Review: Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140</p> <hr/> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222 Unit 10 Review: Assignment: Write the final copy of the research report started on p. 222—p. 228</p> <hr/> <p>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</p> <hr/> <p>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</p>

Strand: Writing Standards

STANDARDS

- 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

Strand: Writing Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

- e. Provide a concluding statement or section related to the information or explanation presented.

LAFS.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- 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.

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

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

Strand: Writing Standards

STANDARDS

- e. Provide a conclusion that follows from the narrated experiences or events.

Cluster 2: Production and Distribution of Writing

LAFS.4.W.2.4 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.)

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.4.W.2.5 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 on pages 28 and 29.)

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

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

Strand: Writing Standards

STANDARDS

LAFS.4.W.2.6 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 3: Research to Build and Present Knowledge

LAFS.4.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning

LAFS.4.W.3.8 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

Strand: Writing Standards

STANDARDS

LAFS.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- 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

Strand: Writing Standards

STANDARDS

- 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”).

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. 244–24

Strand: Writing Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Cluster 4: Range of Writing

LAFS.4.W.4.10 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

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

Strand: Writing Standards

STANDARDS

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.

Strand: Standards for Speaking and Listening

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Cluster 1: Comprehension and Collaboration

LAFS.4.SL.1.1 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- 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.

- 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

Strand: Standards for Speaking and Listening

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
<p>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.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 283</p> <p>Speaking and Listening: Discuss the Essential Question: 50 (<i>Did I: Ask questions to check my understanding/answer questions?</i>); Questions I Asked/Questions I Answered—pp. 94, 138, 188, 226</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips (take notes, including questions to ask)—p. 283</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p> <p>Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips (asking questions)—p. 283</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>
<p>LAFS.4.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Summarize—pp. 9, 10, 18, 19, 20, 34, 53, 54, 62, 63, 64, 65, 67, 78, 82, 96, 182, 218, 219, 221, 245, 258</p> <p>Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Interpreting Visual Information: “Satellites Around Earth” (Technical Text)—pp. 232–237</p> <p>SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: “The Robot Cheetah” (Scientific Journal Entry)/“Robot Cheetah on the Move” by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254 Unit 11 Review—pp. 257–258 Performance Task—Online</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 283</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>

Strand: Standards for Speaking and Listening

STANDARDS

LAFS.4.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 2: Presentation of Knowledge and Ideas

LAFS.4.SL.2.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

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

Strand: Standards for Speaking and Listening

STANDARDS

LAFS.4.SL.2.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.4.SL.2.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

Strand: Language Standards

STANDARDS

Cluster 1: Conventions of Standard English

LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

- a. Demonstrate legible cursive writing skills.
- b. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

- c. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

Strand: Language Standards

STANDARDS

- d. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

- e. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).

- f. Form and use prepositional phrases.

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

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

LAFS.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Cognitive Complexity: Level 1: Recall

- a. Use correct capitalization.

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

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

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

Language: Capitalization—p. 224

SEE ALSO

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

Unit 10 Review—p. 227

Unit 2 Text Types and Purposes: Write Fictional Narratives

Language: Commas and Quotation Marks in Dialogue—p. 49

SEE ALSO

Introducing Unit 2/Home Connect—pp. 39–40

Unit 2 Review—pp. 51–52

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

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

SEE ALSO

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

Unit 6 Review—pp. 139–140

Strand: Language Standards

STANDARDS

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

- d. Spell grade-appropriate words correctly, consulting references as needed.

Cluster 2: Knowledge of Language

- LAFS.4.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
- 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).

Cluster 3: Vocabulary Acquisition and Use

- LAFS.4.L.3.4 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.
- Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

Strand: Language Standards

STANDARDS

- 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.

LAFS.4.L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

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

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

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

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

Strand: Language Standards

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	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
LAFS.4.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases as found in grade-level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation). <i>Cognitive Complexity:</i> Level 1: Recall	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