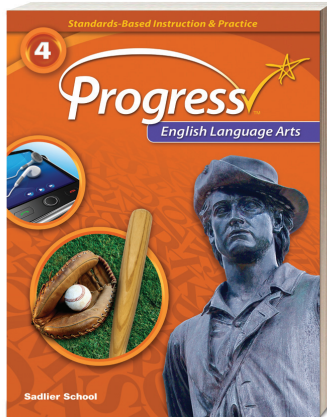


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

Pennsylvania

Core Standards for

English Language Arts

Grade 4

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1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Phonics and Word Recognition

CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

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

Fluency

CC.1.1.4.E Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- 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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Key Ideas and Details: Main Idea

- CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Key Ideas and Details: Text Analysis

- CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.

- CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

Craft and Structure: Point of View

- CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.

Craft and Structure: Text Structure

- CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

SEE ALSO

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

Unit 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

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 Dmitri Paplanovich (Science Magazine Article)—pp. 74–78
Unit 3 Review—pp. 81–82
Performance Task—Online

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

SEE ALSO

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

Unit 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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Craft and Structure: Vocabulary

- CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

Unit 7 Review—pp. 175–176
Performance Task—Online

Unit 7 Reading Informational Text: Craft and Structure

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

SEE ALSO

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

Unit 7 Review—pp. 175–176
Performance Task—Online

Integration of Knowledge and Ideas: Diverse Media

- CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.

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

Integration of Knowledge and Ideas: Evaluating Arguments

- CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.

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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Integration of Knowledge and Ideas: Analysis Across Texts

- CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.

Vocabulary Acquisition and Use

- CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Range of Reading

CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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

Language: Spelling (look words up in a dictionary)

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

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

Connect Across Texts: Compare and Contrast—p. 79

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

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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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Key Ideas and Details: Theme

- CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.

Key Ideas and Details: Text Analysis

- CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.

Key Ideas and Details: Literary Elements

- CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

Craft and Structure: Point of View

- CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.

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

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

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

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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Craft and Structure: Text Structure

- CC.1.3.4.E Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.

Craft and Structure: Vocabulary

- CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

Integration of Knowledge and Ideas: Sources of Information

- CC.1.3.4.G 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.

Integration of Knowledge and Ideas: Text Analysis

- CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.

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

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 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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Vocabulary Acquisition and Use: Strategies

- CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Vocabulary Acquisition and Use

- CC.1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

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Unit 9 Review—pp. 213–214
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Unit 1 Reading Literature: Key Ideas and Details

Language: Context Clues—p. 36

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

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

Language: Spelling (look words up in a dictionary)

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

Performance Task 2

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

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

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

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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Range of Reading

CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

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Step 3 Revising: Revising Checklist: Word Choice—p. 279

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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Informative/Explanatory

CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information.

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: 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 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

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

Informative/Explanatory: Focus

CC.1.4.4.B Identify and introduce the topic clearly.

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Informative/Explanatory: Content

- CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

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

Informative/Explanatory: Organization

- CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

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

Informative/Explanatory: Style

- CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Informative/Explanatory: Conventions of Language

- CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, sage, capitalization, punctuation, and spelling.

Opinion/Argumentative

- CC.1.4.4.G Write opinion pieces on topics or texts.

Opinion/Argumentative: Focus

- CC.1.4.4.H Introduce the topic and state an opinion on the topic.

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:

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 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/Capitalization/Spelling—p. 223–225

SEE ALSO

Introducing Unit 10/Home Connect—pp. 215–216
Unit 10 Review—p. 227

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 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Opinion/Argumentative: Content

- CC.1.4.4.I Provide reasons that are supported by facts and details.

Opinion/Argumentative: Organization

- CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.

Opinion/Argumentative: Style

- CC.1.4.4.K Choose words and phrases to convey ideas precisely.

Opinion/Argumentative: Conventions of Language

- CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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: Creating an Organizational Structure/Introducing the Topic/Stating the Writer's Opinion—pp. 180, 183

Unit 2 Text Types and Purposes: Write Fictional Narratives

Read a Student Model/Write a Fictional Narrative:

Sensory Details to Help Readers See, Hear, Feel, Taste, and Smell as the Experience—pp. 43–45

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 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

Language: Capitalization—p. 224

Language: Spelling—p. 225

SEE ALSO

Introducing Unit 10/Home Connect—pp. 215–216
Unit 10 Review—p. 227

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Narrative

CC.1.4.4.M Write narratives to develop real or imagined experiences or events.

Narrative: Focus

CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.

Narrative: Content

CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

Narrative: Organization

CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

Narrative: Style

CC.1.4.4.Q Choose words and phrases to convey ideas precisely.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 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

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 Sensory Details to Help Readers See, Hear, Feel, Taste, and Smell as the Experience—pp. 43–45

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 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Narrative: Conventions of Language

CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Response to Literature

CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

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

Language: Capitalization—p. 224

Language: Spelling—p. 225

SEE ALSO

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

Unit 10 Review—p. 227

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Production and Distribution of Writing: Writing Process

CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Technology and Publication

CC.1.4.4.U With some guidance and support, 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.

Conducting Research

CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Credibility, Reliability, and Validity of Source

CC.1.4.4.W 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.

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 (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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Range of Writing

CC.1.4.4.X 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.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Connect Across Texts: Compare and Contrast Texts (write descriptions, details to complete the diagram or chart)—pp. 35, 79, 123, 173, 211, 255

Unit 2 Text Types and Purposes: Write Fictional Narratives
Read a Student Model/Write a Fictional Narrative:

Analyze a student model/organize and draft a fictional narrative—pp. 42–45

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

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

Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89

Unit 4 Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
Read a Student Model/Outline an Evidence-Based Essay:

Analyze a student model/organize and draft an evidence-based essay—pp. 130–133

Unit 6 Review: Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Outline an Opinion Essay: Analyze

a student model/organize and draft an opinion essay—pp. 180–183

Unit 8 Review: Assignment: Write the final draft of the opinion essay started on p. 183—p. 190

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a

Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222

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

Writing 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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 Review questions at the end of each unit.

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

Comprehension and Collaboration: Collaborative Discussion

CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Comprehension and Collaboration: Critical Listening

CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

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

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

Comprehension and Collaboration: Evaluating Information

CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.

Comprehension and Collaboration: Purpose, Audience, and Task

CC.1.5.4.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 with adequate volume, appropriate pacing, and clear pronunciation.

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

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

Presentation of Knowledge and Ideas: Context

- CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.

Integration of Knowledge and Ideas: Multimedia

- CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Conventions of Standard English

- CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

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

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 4 Text Types and Purposes: Write Informative/Explanatory Texts

Language: Prepositional Phrases—p. 90

Language: Progressive Forms of Verbs—p. 91

Language: Order of Adjectives—p. 93

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: 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

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Frequently Confused Words—p. 185

Language: Modal Auxiliaries—p. 186

SEE ALSO

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

Unit 8 Review—pp. 189–190