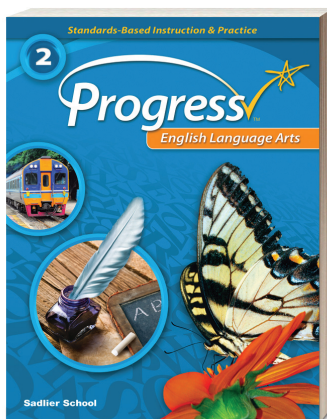


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the 2015

South Carolina

College- and Career-Ready

Standards for

English Language Arts

Grade 2

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Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE TWO

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

- 1.1 *Students are expected to build upon and continue applying previous learning.*
- 1.2 *Students are expected to build upon and continue applying previous learning.*
- 1.3 *Students are expected to build upon and continue applying previous learning.*
- 1.4 *Students are expected to build upon and continue applying previous learning.*

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

- 2.1 *Students are expected to build upon and continue applying previous learning.*
- 2.2 *Students are expected to build upon and continue applying previous learning.*
- 2.3 *Students are expected to build upon and continue applying previous learning.*
- 2.4 *Students are expected to build upon and continue applying previous learning.*

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 3.1 Use knowledge of r-controlled vowels to read.
- 3.2 Use knowledge of how syllables work to read multisyllabic words.
- 3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
- 3.4 Use and apply knowledge of vowel diphthongs.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Unit 7 Reading Informational Text: Craft and Structure
Foundational Skills Read Together: “Our Town Is the Best!” (two-syllable words with long vowels)—p. 174
Foundational Skills Reader: “New York City” (two-syllable long vowel words)—pp. 175–176

Unit 7 Reading Informational Text: Craft and Structure
Foundational Skills Read Together: “Our Town Is the Best!” (prefixes *un* and *re*)—p. 174
Foundational Skills Reader: “New York City” (prefixes *un-* and *re-*)—pp. 175–176

Unit 9 Reading Literature: Integration of Knowledge and Ideas
Foundational Skills Read Together: “How the Camel Got Her Hump” (suffixes *-ful*, *-less*, *-ness*, *-ly*, *-er*, *-est*)—p. 214
Foundational Skills Reader: “The Smallest Cat” (suffixes *-ful*, *-less*, *-ness*, *-ly*, *-er*, *-est*)—pp. 215–216

Unit 7 Reading Informational Text: Craft and Structure
Foundational Skills Read Together: “Our Town Is the Best!” (two-syllable words with long vowels)—p. 174
Foundational Skills Reader: “New York City” (two-syllable long vowel words)—pp. 175–176

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE TWO

- 3.5 Use and apply knowledge of how inflectional endings change words.
- 3.6 Recognize and read grade-appropriate irregularly spelled words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

- 4.1 Read grade-level texts with purpose and understanding.
- 4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

- 4.3 Students are expected to build upon and continue applying previous learning.

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

- 5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
- 5.2 Make predictions before and during reading; confirm or modify thinking.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Foundational Skills Read Together: “Schools in Colonial Times” (inconsistent but common spellings; irregular spellings)—p. 260

Foundational Skills Reader: “Colonial Schools” (inconsistent but common spellings; irregular spellings)—pp. 261–262

Unit 1 Reading Literature: Key Ideas and Details

Foundational Skills Reader: “The Big Meal Deal” (Fluency: Read with purpose and understanding)—pp. 31–32

Unit 3 Reading Informational Text: Key Ideas and Details

Foundational Skills Reader: “Moving Day!” (Fluency: Use punctuation)—pp. 77–78

Unit 5 Reading Literature: Craft and Structure

Foundational Skills Reader: “Dawn’s Pet” (Fluency: Read in phrases)—pp. 123–124

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Foundational Skills Reader: “The Smallest Cat” (Fluency: Read with expression)—pp. 215–216

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Foundational Skills Reader: “Colonial Schools” (Fluency: Read words with special print)—pp. 261–262

Unit 3 Reading Informational Text: Key Ideas and Details

Asking and Answering Questions: “Prairie Dogs and Their Homes” (Magazine Article)—pp. 58–63

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 55–57
Close Reading: “At Home in a Cave” (Magazine Article)—pp. 79–82
Unit 3 Review—pp. 85–86
Performance Task—Online

Unit 2 Text Types and Purposes: Write Fictional Narratives

Home Connect (What happens next?)—p. 42

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE TWO

Standard 6: Summarize key details and ideas to support analysis of thematic development.

- 6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.
- 7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

- 8.1 Use text evidence to:
- explain how conflicts cause the characters to change or revise plans while moving toward resolution; and
 - explain the influence of cultural, historical, and social context on characters, setting, and plot development.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Home Connect (What happens next?)—pp. 134

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Using Words and Illustrations: “Coyote and the Fire Quest: A Native American Folktale” (Folktale)—pp. 202–207

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 199–201

Close Reading: “Coyote and Turtle” (Folktale)/“Mr. Rabbit and Mr. Fox”—pp. 217–220

Unit 9 Review—pp. 223–224

Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

Determining a Story’s Central Message: “Leon and Max” (Fable)—pp. 18–23

SEE ALSO

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

Close Reading: “Bo Lends a Paw” (Fantasy)—pp. 33–34

Unit 1 Review—pp. 39–40

Performance Task—Online

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Comparing and Contrasting Stories: “Mantis and the Fire Trick: An African Folktale” (Folktale)—pp. 208–213

Connect Across Texts: Compare and Contrast Texts—p. 221

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 199–201

Close Reading: “Coyote and Turtle” (Folktale)/“Mr. Rabbit and Mr. Fox”—pp. 217–220

Unit 9 Review—pp. 223–224

Performance Task—Online

Connect Across Texts: Return to the Essential Question (use evidence to answer the question)—pp. 35, 79, 123, 173, 211, 255

*Reading selections feature characters, settings, and plots in a variety of cultural, historical, and social contexts.

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE TWO

Language, Craft, and Structure (LCS)

Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

9.1 Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.

9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

10.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.

10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.

10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Unit 5 Reading Literature: Craft and Structure

Understanding Rhythm and Meaning: “The Strange Tale of Cat R. Pillar” (Poetry)—pp. 104–109

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 101–103

Close Reading: “Making Tracks” (Mystery)—pp. 125–128

Unit 5 Review—pp. 131–132

Performance Task—Online

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Using Words and Illustrations: “Coyote and the Fire Quest: A Native American Folktale” (Folktale)—pp. 202–207

Writing Handbook

Step 4: Editing: Editing Checklist (use a dictionary)—p. 283

Glossary—pp. 285–288

Unit 5 Reading Literature: Craft and Structure

Language: Prefixes—p. 130

SEE ALSO

Introducing Unit 5/Home Connect—pp. 101–102

Unit 5 Review—pp. 131–132

Unit 7 Reading Informational Text: Craft and Structure

Foundational Skills Read Together: “Our Town Is the Best!” (prefixes *un* and *re*)—p. 174

Foundational Skills Reader: “New York City” (prefixes *un-* and *re-*)—pp. 175–176

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Foundational Skills Reader: “The Smallest Cat” (suffixes *-ful*, *-less*, *-ness*, *-ly*, *-er*, *-est*)—pp. 215–216

Words to Know—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 58, 60, 62, 64, 66, 68, 70, 72, 74, 104, 106, 108, 110, 112, 114, 116, 118, 120, 156, 158, 160, 162, 164, 166, 168, 170, 172, 202, 204, 206, 208, 210, 212, 242, 244, 246, 248, 250, 252, 254, 256, 258

Unit 1 Reading Literature: Key Ideas and Details

Language: Related Words—p. 38

Unit 3 Reading Informational Text: Key Ideas and Details

Language: Context Clues—p. 84

Unit 5 Reading Literature: Craft and Structure

Language: Prefixes—p. 130

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE TWO

Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.

- 11.1 Compare and contrast first and third person points of view; determine how an author’s choice of point of view influences the content and meaning.

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

- 12.1 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
- 12.2 Determine characteristics of crafted text structures and describe why an author uses this structure.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Unit 7 Reading Informational Text: Craft and Structure

Determining Word Meanings: “Who Helps in Your Community?” (Informational Text)—pp. 156–161
Language: Compound Words—p. 182

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Language: Shades of Meaning—p. 222

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Real-Life Word Meanings—p. 268

Writing Handbook

Step 3: Revising: Revising Checklist (Word Choice)—p. 281

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Comparing and Contrasting Stories: “Mantis and the Fire Trick: An African Folktale” (Folktale)—pp. 208–213

Connect Across Texts: Compare and Contrast Texts—p. 221

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 199–201

Close Reading: “Coyote and Turtle” (Folktale)/“Mr. Rabbit and Mr. Fox”—pp. 217–220

Unit 9 Review—pp. 223–224

Performance Task—Online

Unit 5 Reading Literature: Craft and Structure

Describing Story Structure: “Benny and the Sea Monster” (Realistic Fiction)—pp. 110–115

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 101–103

Close Reading: “Making Tracks” (Mystery)—pp. 125–128

Unit 5 Review—pp. 131–132

Performance Task—Online

Unit 7 Reading Informational Text: Craft and Structure

Determining an Author’s Purpose: “New Ways to Solve an Old Problem” (Opinion Piece)—pp. 168–173

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 153–155

Close Reading: “Ben Franklin, Outstanding Citizen” (Biography)—pp. 177–180

Unit 7 Review—pp. 183–184

Performance Task—Online

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE TWO

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Range and Complexity (RC)

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

13.1 Engage in whole and small group reading with purpose and understanding.

13.2 Read independently for sustained periods of time to build stamina.

13.1 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

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Reading – Informational Text (RI)

Key Ideas, Standards, and Indicators	Sadlier Progress English Language Arts, Grade 4
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 <i>Students are expected to build upon and continue applying previous learning.</i>	
1.2 <i>Students are expected to build upon and continue applying previous learning.</i>	
1.3 <i>Students are expected to build upon and continue applying previous learning.</i>	
1.4 <i>Students are expected to build upon and continue applying previous learning.</i>	
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
2.1 <i>Students are expected to build upon and continue applying previous learning.</i>	
2.2 <i>Students are expected to build upon and continue applying previous learning.</i>	
2.3 <i>Students are expected to build upon and continue applying previous learning.</i>	
2.4 <i>Students are expected to build upon and continue applying previous learning.</i>	
2.5 <i>Students are expected to build upon and continue applying previous learning.</i>	
3.1 Use knowledge of r-controlled vowels to read.	
3.2 Use knowledge of how syllables work to read multisyllabic words.	Unit 7 Reading Informational Text: Craft and Structure Foundational Skills Read Together: “Our Town Is the Best!” (two-syllable words with long vowels)—p. 174 Foundational Skills Reader: “New York City” (two-syllable long vowel words)—pp. 175–176
3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	Unit 7 Reading Informational Text: Craft and Structure Foundational Skills Read Together: “Our Town Is the Best!” (prefixes <i>un</i> and <i>re</i>)—p. 174 Foundational Skills Reader: “New York City” (prefixes <i>un-</i> and <i>re-</i>)—pp. 175–176 Unit 9 Reading Literature: Integration of Knowledge and Ideas Foundational Skills Read Together: “How the Camel Got Her Hump” (suffixes <i>-ful</i> , <i>-less</i> , <i>-ness</i> , <i>-ly</i> , <i>-er</i> , <i>-est</i>)—p. 214 Foundational Skills Reader: “The Smallest Cat” (suffixes <i>-ful</i> , <i>-less</i> , <i>-ness</i> , <i>-ly</i> , <i>-er</i> , <i>-est</i>)—pp. 215–216
3.4 Use and apply knowledge of vowel diphthongs.	Unit 7 Reading Informational Text: Craft and Structure Foundational Skills Read Together: “Our Town Is the Best!” (two-syllable words with long vowels)—p. 174 Foundational Skills Reader: “New York City” (two-syllable long vowel words)—pp. 175–176

Reading – Informational Text (RI)

Key Ideas, Standards, and Indicators	
3.5	Use and apply knowledge of how inflectional endings change words.
3.6	Recognize and read grade-appropriate irregularly spelled words.
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1	Read grade-level texts with purpose and understanding.
4.2	Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
4.3	Students are expected to build upon and continue applying previous learning.

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1	Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.

Sadlier Progress English Language Arts, Grade 4

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Foundational Skills Read Together: “Schools in Colonial Times” (inconsistent but common spellings; irregular spellings)—p. 260

Foundational Skills Reader: “Colonial Schools” (inconsistent but common spellings; irregular spellings)—pp. 261–262

Unit 1 Reading Literature: Key Ideas and Details

Foundational Skills Reader: “The Big Meal Deal” (Fluency: Read with purpose and understanding)—pp. 31–32

Unit 3 Reading Informational Text: Key Ideas and Details

Foundational Skills Reader: “Moving Day!” (Fluency: Use punctuation)—pp. 77–78

Unit 5 Reading Literature: Craft and Structure

Foundational Skills Reader: “Dawn’s Pet” (Fluency: Read in phrases)—pp. 123–124

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Foundational Skills Reader: “The Smallest Cat” (Fluency: Read with expression)—pp. 215–216

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Foundational Skills Reader: “Colonial Schools” (Fluency: Read words with special print)—pp. 261–262

Unit 3 Reading Informational Text: Key Ideas and Details Asking and Answering Questions: “Prairie Dogs and Their Homes” (Magazine Article)—pp. 58–63

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 55–57
Close Reading: “At Home in a Cave” (Magazine Article)—pp. 79–82
Unit 3 Review—pp. 85–86
Performance Task—Online

Reading – Informational Text (RI)

Key Ideas, Standards, and Indicators

Standard 6: Summarize key details and ideas to support analysis of central ideas.

- 6.1 Summarize multi-paragraph texts using key details to support the central idea.

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.

Language, Craft, and Structure (LCS)

Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

- 8.1 Determine how the author uses words and phrases to shape and clarify meaning.

- 8.2 Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.

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Unit 3 Reading Informational Text: Key Ideas and Details Identifying Topics: “Jacques Cousteau” (Biography)—pp. 64–69

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 55–57
Close Reading: “At Home in a Cave” (Magazine Article)—pp. 79–82
Unit 3 Review—pp. 85–86
Performance Task—Online

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Comparing and Contrasting Texts: “Colonial Children Were Lucky!” (Opinion Piece)—pp. 254–259

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 239–241
Close Reading: “How Boston Got More Land” (Magazine Article)/“Goodbye, Swamp” (Opinion Piece)—pp. 263–266
Unit 11 Review—pp. 269–270
Performance Task—Online

Unit 7 Reading Informational Text: Craft and Structure Determining Word Meanings: “Who Helps in Your Community?” (Informational Text)—pp. 156–161

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 153–155
Close Reading: “Ben Franklin, Outstanding Citizen” (Biography)—pp. 177–180
Unit 7 Review—pp. 183–184
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Writing Handbook

Step 3: Revising: Revising Checklist (Word Choice)—p. 281

Unit 7 Reading Informational Text: Craft and Structure Using Text Features: “Subway—Way to Go!” (Magazine Article)—pp. 162–167

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 153–155
Close Reading: “Ben Franklin, Outstanding Citizen” (Biography)—pp. 177–180
Unit 7 Review—pp. 183–184
Performance Task—Online

Reading – Informational Text (RI)

Key Ideas, Standards, and Indicators

Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

9.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.

9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.

9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.

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Unit 7 Reading Informational Text: Craft and Structure
Determining Word Meanings: “Who Helps in Your Community?” (Informational Text)—pp. 156–161

SEE ALSO

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Unit 7 Review—pp. 183–184
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Unit 5 Reading Literature: Craft and Structure
Language: Prefixes—p. 130

SEE ALSO

Introducing Unit 5/Home Connect—pp. 101–102
Unit 5 Review—pp. 131–132

Unit 7 Reading Informational Text: Craft and Structure
Foundational Skills Read Together: “Our Town Is the Best!” (prefixes *un* and *re*)—p. 174
Foundational Skills Reader: “New York City” (prefixes *un-* and *re-*)—pp. 175–176

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Foundational Skills Reader: “The Smallest Cat” (suffixes *-ful*, *-less*, *-ness*, *-ly*, *-er*, *-est*)—pp. 215–216

Words to Know—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 58, 60, 62, 64, 66, 68, 70, 72, 74, 104, 106, 108, 110, 112, 114, 116, 118, 120, 156, 158, 160, 162, 164, 166, 168, 170, 172, 202, 204, 206, 208, 210, 212, 242, 244, 246, 248, 250, 252, 254, 256, 258

Unit 1 Reading Literature: Key Ideas and Details
Language: Related Words—p. 38

Unit 3 Reading Informational Text: Key Ideas and Details
Language: Context Clues—p. 84

Unit 5 Reading Literature: Craft and Structure
Language: Prefixes—p. 130

Unit 7 Reading Informational Text: Craft and Structure
Determining Word Meanings: “Who Helps in Your Community?” (Informational Text)—pp. 156–161
Language: Compound Words—p. 182

Unit 9 Reading Literature: Integration of Knowledge and Ideas
Language: Shades of Meaning—p. 222

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Language: Real-Life Word Meanings—p. 268

Writing Handbook

Step 3: Revising: Revising Checklist (Word Choice)—p. 281

Reading – Informational Text (RI)

Key Ideas, Standards, and Indicators

Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.

- 10.1 Identify and describe the difference between a primary and secondary account of the same event or topic.

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

- 11.1 Apply knowledge of text structures to describe how structures contribute to meaning.

- 11.2 Explain how an author uses reasons and evidence to support particular points.

Range and Complexity (RC)

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

- 12.1 Engage in whole and small group reading with purpose and understanding.
- 12.2 Read independently for sustained periods of time.
- 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Sadlier Progress English Language Arts, Grade 4

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

Speaking and Listening: Return to the Essential Question (how do writers gather and present information?)—p. 236

Writing Handbook

Step 1: Planning: Research Tip (use the Internet)—p. 278

Unit 7 Reading Informational Text: Craft and Structure Using Text Features: “Subway—Way to Go!” (Magazine Article)—pp. 162–167

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 153–155
Close Reading: “Ben Franklin, Outstanding Citizen” (Biography)—pp. 177–180

Unit 7 Review—pp. 183–184
Performance Task—Online

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Finding Supporting Reasons: “Toys and Games Are Better Today (Opinion Piece)—pp. 248–253

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 239–241
Close Reading: “How Boston Got More Land” (Magazine Article)/“Goodbye, Swamp” (Opinion Piece)—pp. 263–266

Unit 11 Review—pp. 269–270
Performance Task—Online

Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.

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Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.

Writing (W)

Key Ideas, Standards, and Indicators

Meaning, Context, and Craft (MCC)

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

- 1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.
- 1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

- 2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- 3.1 Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.

Sadlier Progress English Language Arts, Grade 4

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Use a Chart to Plan Your Opinion Piece/Draft Your Opinion Piece—pp. 188–191
Unit 8 Review: Revise/Publish Your Opinion Piece—p. 198

SEE ALSO

Introducing Unit 8/Home Connect/Essential Question—pp. 185–187

Writing Handbook

Step 1: Planning—pp. 278–279

Step 2: Drafting—p. 280

Step 3: Revising—pp. 281–282

Step 4: Editing—pp. 283–284

Step 5: Producing, Publishing, and Presenting—p. 284

Unit 4 Text Types and Purposes: Write Informational Texts
Read a Student Model/Use a Chart to Draft an Observation Log/Draft Your Observation Log—pp. 90–93
Unit 4 Review: Revise/Publish Your Observation Log—p. 100

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 87–89

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use a Chart to Plan the Report/Draft Your Report—pp. 228–231
Unit 10 Review: Revise/Publish Your Research Report—p. 238

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 225–227

Writing Handbook

Step 1: Planning—pp. 278–279

Step 2: Drafting—p. 280

Step 3: Revising—pp. 281–282

Step 4: Editing—pp. 283–284

Step 5: Producing, Publishing, and Presenting—p. 284

Unit 2 Text Types and Purposes: Write Fictional Narratives
Read a Student Model/Plan Your Fictional Narrative/Create Your Fictional Narrative—pp. 44–47
Unit 2 Review: Revise/Publish Your Fictional Narrative—p. 54

SEE ALSO

Introducing Unit 2/Home Connect/Essential Question—pp. 41–43

Writing (W)

Key Ideas, Standards, and Indicators

- 3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

Language (L)

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

- 4.1 Use collective nouns.
- 4.2 Form and use frequently occurring irregular plural nouns.
- 4.3 Use reflexive pronouns.
- 4.4 Form and use the past tense of frequently occurring irregular verbs.
- 4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.

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Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Plan Your Nonfictional Narrative/Create Your Nonfictional Narrative—pp. 136–139

Unit 6 Review: Revise/Publish Your Nonfictional Narrative—p. 146

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 133–135

Writing Handbook

Step 1: Planning—pp. 278–279

Step 2: Drafting—p. 280

Step 3: Revising—pp. 281–282

Step 4: Editing—pp. 283–284

Step 5: Producing, Publishing, and Presenting—p. 284

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Collective Nouns—p. 50

SEE ALSO

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

Unit 2 Review—pp. 53–54

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Irregular Proper Nouns—pp. 48–49

SEE ALSO

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

Unit 2 Review—pp. 53–54

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Reflexive Pronouns—pp. 192–193

SEE ALSO

Introducing Unit 8/Home Connect—pp. 185–186

Unit 8 Review—pp. 197–198

Unit 4 Text Types and Purposes: Write Informational Texts

Language: Irregular Past-Tense Verbs—p. 94

SEE ALSO

Introducing Unit 4/Home Connect—pp. 87–88

Unit 4 Review—pp. 99–100

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Language: Adjectives—pp. 140–141

Language: Adverbs—pp. 142–143

SEE ALSO

Introducing Unit 6/Home Connect—pp. 133–134

Unit 6 Review—pp. 145–146

Writing (W)

Key Ideas, Standards, and Indicators	Sadlier Progress English Language Arts, Grade 4
4.6 Use positional, time, and place prepositional phrases.	Unit 10 Research to Build and Present Knowledge: Write Research Reports Language: Simple Sentences—pp. 232–233 Language: Compound Sentences—pp. 234–235 <small>SEE ALSO</small> Introducing Unit 10/Home Connect—pp. 225–226 Unit 10 Review—pp. 2237–238
4.7 Use conjunctions.	Unit 2 Text Types and Purposes: Write Nonfictional Narratives Language: Collective Nouns—p. 50 <small>SEE ALSO</small> Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Review—pp. 53–54
4.8 Produce, expand, and rearrange complete simple and compound sentences.	Unit 2 Text Types and Purposes: Write Nonfictional Narratives Language: Irregular Proper Nouns—pp. 48–49 <small>SEE ALSO</small> Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Review—pp. 53–54
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.	Unit 2 Text Types and Purposes: Write Nonfictional Narratives Language: Names of Holidays and Places—p. 51 <small>SEE ALSO</small> Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Review—pp. 53–54
5.2 Use: a. periods, question marks, or exclamation marks at the end of sentences; b. commas in greetings and closings of letters, dates, and to separate items in a series; and c. apostrophes to form contractions and singular possessive nouns.	Writing Handbook Step 4: Editing: Editing Checklist (punctuation marks)—p. 284 Unit 8 Text Types and Purposes: Write Opinion Pieces Language: Commas in Letters—pp. 194–195 <small>SEE ALSO</small> Introducing Unit 8/Home Connect—pp. 185–186 Unit 8 Review—pp. 197–198 Unit 4 Text Types and Purposes: Write Informational Texts Language: Apostrophes—p. 96 <small>SEE ALSO</small> Introducing Unit 4/Home Connect—pp. 87–88 Unit 4 Review—pp. 99–100
5.3 Generalize learned spelling patterns and word families.	Writing Handbook Step 4: Editing: Editing Checklist (use a dictionary)—p. 283
5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.	*See Foundational Skills lesson in each reading unit.

Writing (W)

Key Ideas, Standards, and Indicators

- 5.45 Consult print and multimedia resources to check and correct spellings.

Range and Complexity (RC)

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

- 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.

- 6.2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.

6.3 *Students are expected to build upon and continue applying previous learning.*

- 6.4 Begin to develop efficient keyboarding skills.

- 6.5 Begin to develop cursive writing.

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Writing Handbook

Step 4: Editing: Editing Checklist (use a dictionary)—p. 283

Glossary—pp. 285–288

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

Narrative/Create Your Fictional Narrative—pp. 44–47

Unit 2 Review: Revise/Publish Your Fictional Narrative—p. 54

SEE ALSO

Introducing Unit 2/Home Connect/Essential Question—pp. 41–43

Unit 4 Text Types and Purposes: Write Informational Texts Read a Student Model/Use a Chart to Draft an Observation

Log/Draft Your Observation Log—pp. 90–93

Unit 8 Review: Revise/Publish Your Observation Log—p. 100

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 87–89

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Plan Your Nonfictional

Narrative/Create Your Nonfictional Narrative—pp. 136–139

Unit 6 Review: Revise/Publish Your Nonfictional Narrative—p. 146

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 133–135

Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Use a Chart to Plan Your Opinion

Piece/Draft Your Opinion Piece—pp. 188–191

Unit 8 Review: Revise/Publish Your Opinion Piece—p. 198

SEE ALSO

Introducing Unit 8/Home Connect/Essential Question—pp. 185–187

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

Read a Student Model/Use a Chart to Plan the Report/Draft Your Report—pp. 228–231

Unit 10 Review: Revise/Publish Your Research Report—p. 238

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 225–227

Communication (C)

Key Ideas, Standards, and Indicators

Sadlier Progress English Language Arts, Grade 4

Meaning and Context (MC)

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

- 1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.
- 1.2 Apply the skills of taking turns, listening to others, and speaking clearly.
- 1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.
- 1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
- 1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267

Speaking and Listening: Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

See also Home Connect (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class/remember rules for being a good speaker and listener)—pp. 37, 79, 129, 181, 217, 267

Speaking and Listening: Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

See also Home Connect (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

Speaking and Listening: Return to the Essential Question (*Did I?* checklist)—pp. 52, 98, 144, 196, 236

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267

Speaking and Listening: Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

See also Home Connect (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267

Speaking and Listening: Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

See also Home Connect (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

Communication (C)

Key Ideas, Standards, and Indicators

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

- 2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus.
- 2.2 Participate in shared research; record observations, new learning, opinions and articulate findings.

2.3 *This indicator begins in Grade 6.*

2.4 *This indicator begins in Grade 3.*

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

- 3.1 Explain how ideas and topics are depicted in a variety of media and formats.
- 3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.

Language, Craft, and Structure (LCS)

Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

- 4.1 Identify speaker's purpose and details that keep the listener engaged.
- 4.2 Determine if the presentation has a logical introduction, body, and conclusion.

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Speaking and Listening: Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

Writing Handbook

Step 1: Planning: Research Tip (use the Internet)—p. 278

Step 2: Drafting (use a computer to write)—p. 280

Step 5: Producing, Publishing, and Presenting (use a computer)—p. 284

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Using Words and Illustrations: "Coyote and the Fire Quest: A Native American Folktale" (Folktale)—pp. 202–207

See also Home Connect (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10 (sketch pictures), 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267

Speaking and Listening: Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

See also Home Connect (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267

Speaking and Listening: Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

See also Home Connect (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

Communication (C)

Key Ideas, Standards, and Indicators

- 4.3 Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice.

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

- 5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience.
- 5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact.

- 5.3 *This Indicator does not begin until English 1.*

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Speaking and Listening: Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

Speaking and Listening: Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

Unit 5 Reading Literature: Craft and Structure
Understanding Rhythm and Meaning: “The Strange Tale of Cat R. Pillar” (Poetry)—pp. 104–109

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 101–103
Close Reading: “Making Tracks” (Mystery)—pp. 125–128
Unit 5 Review—pp. 131–132
Performance Task—Online