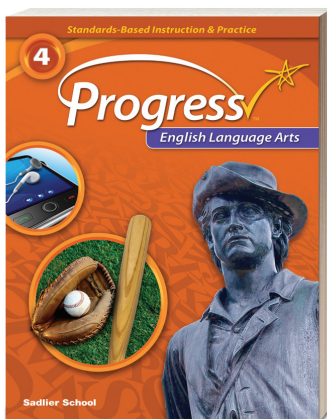


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the 2015

South Carolina

College- and Career-Ready

Standards for

English Language Arts

Grade 4

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Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE FOUR

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 *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.*
- 2.5 *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 combined knowledge of all letter- sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.
- 3.2 *Students are expected to build upon and continue applying previous learning.*
- 3.3 *Students are expected to build upon and continue applying previous learning.*
- 3.4 *Students are expected to build upon and continue applying previous learning.*
- 3.5 *Students are expected to build upon and continue applying previous learning.*

Foundational Skills Handbook: Phonics and Word Recognition

Base Words—p. 266

Prefixes—p. 267

Suffixes—p. 268

Latin and Greek Roots—p. 269

Open and Closed Syllables—p. 270

Syllables with Vowel Teams—p. 271

Syllables with r-Controlled Vowels—p. 272

Words with Silent Consonants—p. 273

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE FOUR

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

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

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

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

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.

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

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

6.1 Determine the development of a theme within a text; summarize using key details.

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

7.1 Explore similarities and differences among textual, dramatic, visual, or oral presentations.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Unit 1 Reading Literature: Key Ideas and Details

Drawing Inferences: “Into the Grand Canyon” (Adventure Story)—pp. 12–17

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: “Moving to a New World” (Realistic Fiction)—pp. 30–34
Unit 1 Review—pp. 37–38
Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

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

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: “Moving to a New World” (Realistic Fiction)—pp. 30–34
Unit 1 Review—pp. 37–38
Performance Task—Online

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

— continued —

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE FOUR

- 7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media.

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.

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.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

Unit 1 Reading Literature: Key Ideas and Details

Connect Across Texts: Compare and Contrast Texts—p. 35

Unit 5 Reading Literature: Craft and Structure

Connect Across Texts: Compare and Contrast Texts—p. 123

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Comparing and Contrasting Themes and Topics: “Finn MacCool and Oonagh” (Irish Folk Tale)/“The Fox and the Snail” (Swiss Fable)—pp. 200–205

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

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 191–193
Close Reading: “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)—pp. 206–210
Unit 9 Review—pp. 213–214
Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

Home Connect (conflict)—p. 35

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

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

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

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 97–99

— continued —

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE FOUR

- 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.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

Language: Idioms, Adages, and Proverbs—p. 212

SEE ALSO

Introducing Unit 9/Home Connect—pp. 191–192
Unit 9 Review—pp. 213–214

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Making Connections Between Texts: “Gilgamesh’s Quest for Immortality” (Sumerian Epic/Graphic Novel)— pp. 194–199

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 191–193
Close Reading: “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)—
pp. 206–210
Unit 9 Review—pp. 213–214
Performance Task—Online

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Formal and Informal English (word choice)—p. 184

SEE ALSO

Introducing Unit 8/Home Connect—pp. 177–178
Unit 8 Review—p. 189

Foundational Skills Handbook: Fluency

Practicing Fluency: “The Envious Stonecutter” from a Japanese Folk Tale/Reading Checklist (tone and mood)—p. 274

Writing Handbook

Step 5: Producing, Publishing, and Presenting (using photographs and illustrations)—p. 283

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

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE FOUR

- | | |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10.3 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 10.4 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 10.5 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 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 4

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Roots—p. 256

SEE ALSO

Introducing Unit 11/Home Connect—pp. 229–230

Unit 11 Review—pp. 257–258

Foundational Skills Handbook: Phonics and Word Recognition

Base Words—p. 266

Prefixes—p. 267

Suffixes—p. 268

Latin and Greek Roots—p. 269

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

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE FOUR

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.

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.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Unit 5 Reading Literature: Craft and Structure

Comparing and Contrasting Points of View: “Bringing Hope to the Valley” (Narrative Poem)— pp. 112–117

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 97–99
Close Reading: “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122
Unit 5 Review—pp. 125–126
Performance Task—Online

Unit 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

Craft and Structure: Comprehension Check—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122

Explaining Structural Elements: “The Hero of Saratoga” (Historical Drama)—pp. 106–111

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 97–99
Close Reading: “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122
Unit 5 Review—pp. 125–126
Performance Task—Online

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

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

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

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE FOUR

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 *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 combined knowledge of all letter- sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.
- 3.2 *Students are expected to build upon and continue applying previous learning.*
- 3.3 *Students are expected to build upon and continue applying previous learning.*
- 3.4 *Students are expected to build upon and continue applying previous learning.*
- 3.5 *Students are expected to build upon and continue applying previous learning.*
- 3.6 *Students are expected to build upon and continue applying previous learning.*

Foundational Skills Handbook: Phonics and Word Recognition

- Base Words**—p. 266
- Prefixes**—p. 267
- Suffixes**—p. 268
- Latin and Greek Roots**—p. 269
- Open and Closed Syllables**—p. 270
- Syllables with Vowel Teams**—p. 271
- Syllables with *r*-Controlled Vowels**—p. 272
- Words with Silent Consonants**—p. 273

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE FOUR

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

- 4.1 *Students are expected to build upon and continue applying previous learning.*
- 4.2 *Students are expected to build upon and continue applying previous learning.*
- 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.

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

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.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Unit 3 Reading Informational Text: Key Ideas and Details Providing Text Evidence: “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural)—pp. 56–61

SEE ALSO

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

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

SEE ALSO

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

Unit 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

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE FOUR

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.

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.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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 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 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

Writing Handbook

Step 5: Producing, Publishing, and Presenting (using images, text features)—p. 283

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

SEE ALSO

Introducing Unit 4/Home Connect—pp. 9–11
Unit 4 Review—pp. 37–38

Unit 3 Reading Informational Text: Key Ideas and Details
Language: Affixes—p. 80

SEE ALSO

Introducing Unit 3/Home Connect—pp. 53–54
Unit 3 Review—pp. 81–82

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Language: Roots—p. 256

SEE ALSO

Introducing Unit 11/Home Connect—pp. 229–230
Unit 11 Review—pp. 257–258

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE FOUR	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
9.3 <i>Students are expected to build upon and continue applying previous learning.</i>	Foundational Skills Handbook: Phonics and Word Recognition Base Words —p. 266 Prefixes —p. 267 Suffixes —p. 268 Latin and Greek Roots —p. 269
9.4 <i>Students are expected to build upon and continue applying previous learning.</i>	
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.	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
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.	Unit 7 Reading Informational Text: Craft and Structure Comparing and Contrasting Events and Topics: “Ben Franklin’s Whistle” (Memoir/Biography)/“The Whistle” excerpts from <i>The Story of Benjamin Franklin</i> by James Baldwin—pp. 162–167
	— continued —

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE FOUR

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

SEE ALSO

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

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

SEE ALSO

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

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

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

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

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

Writing (W)

STANDARDS AND INDICATORS, GRADE FOUR

Meaning, Context, and Craft (MCC)

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

- 1.1 Write opinion pieces that:
- introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose;
 - use information from multiple print and multimedia sources;
 - provide reasons supported by facts and details;
 - use transitional words or phrases to connect opinions and reasons;
 - develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; use paraphrasing, quotations, and original language to avoid plagiarism; and
 - provide a concluding statement or section related to the opinion presented.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Analyze a student model/organize and draft an opinion essay—pp. 180–183

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

SEE ALSO

Introducing Unit 8/Home Connect/Essential Question—pp. 177–179

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Creating an Organizational Structure/Introducing the Topic/Stating the Writer's Opinion—pp. 180, 183

Unit 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—pp. 131, 133

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Providing Strong Reasons that Support the Opinion—pp. 181–183

Writing Handbook

Step 1: Planning: Planning (Research Tip)—pp. 276–277

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Providing Strong Reasons that Support the Opinion—pp. 181–183

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Using Linking Words and Phrases—pp. 181, 183

Summarize—pp. 9, 10, 18, 19, 20, 34, 53, 54, 62, 63, 64, 65, 67, 78, 82, 96, 182, 218, 219, 221, 245, 258

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

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Providing a Concluding Statement that Restates the Opinion and Summarizes in an Interesting Way—pp. 182–183

Writing (W)

STANDARDS AND INDICATORS, GRADE FOUR

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 Write informative/explanatory texts that:

a. introduce a topic clearly;

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

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 83–85

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

Read a Student Model/Outline an Evidence-Based Essay:

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

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

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 127–129

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

Read a Student Model/Use Index Cards/Outline a

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

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

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 215–217

Unit 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

Writing (W)

STANDARDS AND INDICATORS, GRADE FOUR

- b. use information from multiple print and multimedia sources;

- c. group related information in paragraphs and sections;

- d. include formatting, illustrations, and multimedia to aid comprehension;

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

Read a Student Model/Outline an

Informative/Explanatory Essay: Creating an Organizational Structure/Introducing a Topic/Getting the Reader's Attention/Giving Background/ Stating Purpose— pp. 86–87, 89

Unit 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

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Creating an Organizational Structure/Introducing the Topic/Stating a Claim—pp. 130, 133

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

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Informative/Explanatory Essay: Creating an Organizational Structure/Introducing a Topic/Getting the Reader's Attention/Giving Background/ Stating Purpose— pp. 86–87, 89

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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

Writing (W)

STANDARDS AND INDICATORS, GRADE FOUR

-
- e. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;

-
- f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;

-
- g. use paraphrasing, quotations, and original language to avoid plagiarism;

-
- h. link ideas within categories of information using words and phrases;
-

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

Read a Student Model/Outline an Evidence-Based Essay:

Creating an Organizational Structure/Introducing the Topic/Stating a Claim—pp. 130, 133

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

Read a Student Model/Use Index Cards/Outline a

Research Report: Creating an Organizational Structure/Introducing the Research Topic/Organizing Information Using Subheads—pp. 218–219, 222

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

Read a Student Model/Outline an

Informative/Explanatory Essay: Grouping Information Around Subtopics—pp. 87, 89

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

Read a Student Model/Outline an Evidence-Based Essay:

Supporting Ideas with Text Evidence/Using Quotations/Describing Characters—pp. 131, 133

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

Read a Student Model/Use Index Cards/Outline a

Research Report: Developing the Topic with Details and Relevant Information—pp. 219, 222

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

Summarize—pp. 9, 10, 18, 19, 20, 34, 53, 54, 62, 63, 64, 65, 67, 78, 82, 96, 182, 218, 219, 221, 245, 258

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 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an

Informative/Explanatory Essay: Using Linking Words and Phrases—pp. 87, 89

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

Read a Student Model/Use Index Cards/Outline a

Research Report: Using Transitions (soon after, before this time, then)—p. 219

Writing (W)

STANDARDS AND INDICATORS, GRADE FOUR

- i. use precise language and domain-specific vocabulary to inform or explain the topic;

- j. develop a style and tone authentic to the purpose; and provide a concluding statement or section relate to the information or explanation presented.

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 Gather ideas from texts, multimedia, and personal experience to write narratives that:
 - a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;
 - b. orient the reader by establishing a situation and introducing a narrator and/or characters;

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: Using Precise Language—pp. 87, 89

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

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

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

Read a Student Model/Use Index Cards/Outline a Research Report: Developing the Topic with Details and Relevant Information—pp. 219, 222

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

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

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

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

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

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

Unit 2 Text Types and Purposes: Write Fictional Narratives

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

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

SEE ALSO

Introducing Unit 2/Home Connect/Essential Question—pp. 39–41

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: Creating an Organizational Structure/Getting the Reader's Attention/ Establishing the Story Situation—pp. 42–45

Writing (W)

STANDARDS AND INDICATORS, GRADE FOUR

- c. organize an event sequence that unfolds naturally;

- d. use dialogue and description to develop experiences and events or show the responses of characters to situations;

- e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;

- f. use a variety of transitional words and phrases to manage the sequence of events;

- g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and provide a conclusion that follows from the narrated experiences or events.

Language (L)

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

- 4.1 When writing:
 - a. use relative pronouns and relative adverbs;

 - b. form and use the progressive verb tenses;

 - c. use modal auxiliaries to convey various conditions;

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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

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

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

Transitional Words and Phrases to Make the Sequence of Events Clear—pp. 43–45

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

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

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

Language: Relative Pronouns—p. 135

Language: Relative Adverbs—p. 136

SEE ALSO

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

Unit 6 Review—pp. 139–140

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

Language: Progressive Forms of Verbs—p. 91

SEE ALSO

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

Unit 4 Review—pp. 95–96

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Modal Auxiliaries—p. 186

SEE ALSO

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

Unit 8 Review—pp. 189–190

Writing (W)

STANDARDS AND INDICATORS, GRADE FOUR

- d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense;

- e. order adjectives within sentences according to conventional patterns;

- f. use relative pronouns and relative adverbs;

- g. explore using prepositional phrases in different positions within a sentence;

- h. use coordinating and subordinating conjunctions;

- i. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and

- j. use frequently confused homonyms correctly.

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

Language: Progressive Forms of Verbs—p. 91

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84
Unit 4 Review—pp. 95–96

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Modal Auxiliaries—p. 186

SEE ALSO

Introducing Unit 8/Home Connect—pp. 177–178
Unit 8 Review—pp. 189–190

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

Language: Order of Adjectives—p. 93

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84
Unit 4 Review—pp. 95–96

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

Language: Relative Pronouns—p. 135

Language: Relative Adverbs—p. 136

SEE ALSO

Introducing Unit 6/Home Connect—pp. 127–128
Unit 6 Review—pp. 139–140

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

Language: Prepositional Phrases—p. 90

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84
Unit 4 Review—pp. 95–96

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

Language: Commas in Compound Sentences—p. 223

SEE ALSO

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

Unit 2 Text Types and Purposes: Write Fictional Narratives

Language: Complete Sentences—p. 46

Language: Fragments—p. 47

Language: Run-on Sentences—p. 48

SEE ALSO

Introducing Unit 2/Home Connect—pp. 39–40
Unit 2 Review—pp. 51–52

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Frequently Confused Words—p. 185

SEE ALSO

Introducing Unit 8/Home Connect—pp. 177–178
Unit 8 Review—pp. 189–190

Writing (W)

STANDARDS AND INDICATORS, GRADE FOUR

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.

5.2 Use:

- a. apostrophes to form possessives and contractions;
- b. quotation marks and commas to mark direct speech; and

- c. commas before a coordinating conjunction in a compound sentence.

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

5.4 Use spelling patterns and generalizations.

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

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

Language: Capitalization—p. 224

SEE ALSO

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

Unit 10 Review—p. 227

Unit 2 Text Types and Purposes: Write Fictional Narratives

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

SEE ALSO

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

Unit 2 Review—pp. 51–52

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

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

SEE ALSO

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

Unit 6 Review—pp. 139–140

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

Language: Commas in Compound Sentences—p. 223

SEE ALSO

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

Unit 10 Review—p. 227

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

Language: Spelling—p. 225

SEE ALSO

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

Unit 10 Review—p. 227

Writing (W)

STANDARDS AND INDICATORS, GRADE FOUR

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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; for a variety of purposes and audiences; and by adjusting the writing process for the task, increasing the length and complexity.

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

Writing (W)

STANDARDS AND INDICATORS, GRADE FOUR

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Performance Task 1

Part 1: Literary Analysis (writing assignment)—pp. 141–143

Part 2: Narrative Writing (writing assignment)—pp. 141, 144

Part 3: Research Simulation (writing assignment)—pp. 141, 145–146

Performance Task 2

Part 1: Literary Analysis (writing assignment)—pp. 259–261

Part 2: Narrative Writing (writing assignment)—pp. 259, 262

Part 3: Research Simulation (writing assignment)—pp. 259, 263–264

*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Review questions at the end of each unit.

6.4 Demonstrate effective keyboarding skills.

Communication (C)

STANDARDS AND INDICATORS, GRADE FOUR

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 by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints.

1.2 Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue.

1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.

1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts.

1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

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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:* Ask questions; Answer questions), 94, 138, 188, 226

Writing Handbook

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

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

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

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips (take notes, including questions to ask)—p. 283

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

Speaking and Listening: Discuss the Essential Question: 50 (*Did I:* Avoid interrupting others?; Listen carefully to others?)

Writing Handbook

Step 5: Producing, Publishing, and Presenting (Speak clearly and loudly enough for everyone to hear; speak slowly enough so that everyone can understand you; - change the pitch, rate, and loudness of your voice to express your ideas, show emphasis, and create an emotional effect)—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 (*Did I:* Stay on topic?), 94, 138, 188, 226

Writing Handbook

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

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

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

Communication (C)

STANDARDS AND INDICATORS, GRADE FOUR

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

- 2.1 Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.
- 2.2 Discuss the purpose and the credibility of information presented in diverse media and formats.

2.3 *This indicator does not begin until Grade 6.*

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

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

- 3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.
- 3.2 Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.

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Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips (take notes, including questions to ask)—p. 283

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

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

SEE ALSO

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

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

Unit 11 Review—pp. 257–258

Performance Task—Online

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Comparing and Contrasting Versions: “Gilgamesh’s Quest for Immortality” (Sumerian Epic)—pp. 194–199

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 191–193
Close Reading: “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)—pp. 206–210

Unit 9 Review—pp. 213–214

Performance Task—Online

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips (using images, text features)/Digital Connection (present writing on the Internet)—p. 283

Communication (C)

STANDARDS AND INDICATORS, GRADE FOUR

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 the presentation style a speaker uses to enhance the development of a central idea or theme.

- 4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.

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

SEE ALSO

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

Unit 8 Text Types and Purposes: Write Opinion Pieces **Read a Student Model/Outline an Opinion Essay:** Creating an Organizational Structure/Introducing the Topic/Stating the Writer’s Opinion—pp. 180, 183

Unit 8 Text Types and Purposes: Write Opinion Pieces **Read a Student Model/Outline an Opinion Essay:** Using Linking Words and Phrases (transitions)—pp. 181, 183

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

— continued —

Communication (C)

STANDARDS AND INDICATORS, GRADE FOUR	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4
<p>4.2 Identify how and why the speaker:</p> <p>a. uses intonation and word stress;</p> <p>b. includes media;</p> <p>c. addresses the audience;</p> <p>d. determines word choice; and</p> <p>e. incorporates figurative language and literary devices.</p>	<p>Close Reading: “The Robot Cheetah” (Scientific Journal Entry)/“Robot Cheetah on the Move” by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254 Unit 11 Review—pp. 257–258 Performance Task—Online</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 283</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting (Change the pitch, rate, and loudness of your voice to express your ideas, show emphasis)—p. 283</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Speaking Tips (using images, text features)/Digital Connection (present writing on the Internet)—p. 283</p> <p>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</p> <p>Writing Handbook Step 3 Revising: Revising Checklist: Word Choice—p. 279</p> <p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Language: Idioms, Adages, and Proverbs—p. 212 SEE ALSO Introducing Unit 9/Home Connect—pp. 191–192 Unit 9 Review—pp. 213–214</p>
<p>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</p> <p>5.1 Set a purpose and integrate craft techniques to create presentations.</p> <p>5.2 Employ hyperbole, imagery, personification, idioms, adages, and proverbs when appropriate to convey messages.</p>	<p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Language: Idioms, Adages, and Proverbs—p. 212 SEE ALSO Introducing Unit 9/Home Connect—pp. 191–192 Unit 9 Review—pp. 213–214</p>
<p>5.3 <i>This indicator does not begin until English 1.</i></p>	