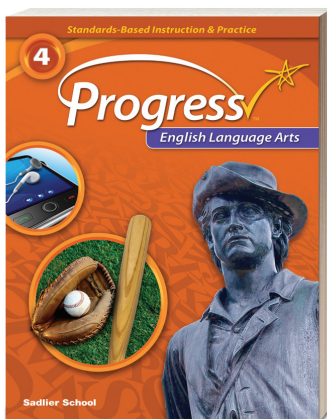SADLIER

Progress
English Language Arts
Standards-Based Instruction & Practice

Aligned to the

North Carolina Standard Course of Study for English Language Arts

Grade 4

Contents

Sadlier

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Grade 4

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Reading Standards for Literature

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**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
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**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
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**Unit 1 Reading Literature: Key Ideas and Details** **Describing Characters, Settings and Events:** "Straight Up, and Straight Back Down" (Science Fiction)—pp. 24–29 SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9–11 Close Reading: "Moving to a New World" (Realistic Fiction)—pp. 30–34 Unit 1 Review—pp. 37–38 Performance Task—Online

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).	**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
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	**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

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Reading Standards for Literature

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**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

Integration of Knowledge and Ideas

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	**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
8. (Not applicable to literature)	
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**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

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Unit 1 Reading Literature: Key Ideas and Details** **Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11 **Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34 **Drawing Inferences:** "Into the Grand Canyon" (Adventure Story)—pp. 12–17 **Determining Theme and Summarizing:** "On Board the *Isaac Webb*" (Historical Fiction)—pp. 18–23

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	Describing Characters, Settings and Events: "Straight Up, and Straight Back Down" (Science Fiction)—pp. 24–29 **Close Reading:** "Moving to a New World" (Realistic Fiction)—pp. 30–34 **Connect Across Texts:** Compare and Contrast Texts—p. 35 **Unit 1 Review:** "Race to the Treasure" (Adventure Story)—pp. 37–38
	Unit 5 Reading Literature: Craft and Structure **Introducing Unit 5/Home Connect/Essential Question**—pp. 97–98 **Craft and Structure: Comprehension Check**—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122 **Determining Word Meaning:** "Paul Revere's Real Ride" (Realistic Fiction)— pp. 100–105 **Explaining Structural Elements:** "The Hero of Saratoga" (Historical Drama)—pp. 106–111 **Comparing and Contrasting Points of View:** "Bringing Hope to the Valley" (Narrative Poem)— pp. 112–117 **Close Reading:** "James Armistead: Spying for the Revolution" (Journal Entries)—pp. 118–122 **Connect Across Texts:** Compare and Contrast Texts—p. 123 **Unit 5 Review:** "American Revolution Character Clues"—pp. 125–126
	Unit 9 Reading Literature: Integration of Knowledge and Ideas **Introducing Unit 9/Home Connect/Essential Question**—pp. 191–193 **Integration of Knowledge and Ideas:** Comprehension Check—pp. 195, 197, 199, 201, 203, 205, 209–210 **Making Connections Between Texts:** "Gilgamesh's Quest for Immortality" (Sumerian Epic)— pp. 194–199 **Comparing and Contrasting Themes and Topics:** "Finn MacCool and Oonagh" (Irish Folk Tale)/"The Fox and the Snail" (Swiss Fable)—pp. 200–205 **Close Reading:** "Pecos Bill and Slue-Foot Sue" (Tall Tale/Legend)—pp. 206–210 **Connect Across Texts:** Compare and Contrast Texts—p. 211 **Unit 9 Review:** "The Mother and the Wolf" (Aesop's Fable)/"The Hawk and the Squirrel" (Filipino Folk Tale)—pp. 175–176
	Performance Task 1 **Part 1: Literary Analysis**—pp. 141–143 **Part 2: Narrative Writing**—pp. 141, 144
	Performance Task 2 **Part 1: Literary Analysis**—pp. 259–261 **Part 2: Narrative Writing**—pp. 259, 262

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Reading Standards for Informational Text

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**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
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**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
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**Unit 3 Reading Informational Text: Key Ideas and Details** **Explaining Events and Ideas:** "The Power of Tsunamis" (Scientific Text)—pp. 68–73 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 53–55 Close Reading: "Volcanoes: Nature's Fire" by Dr. Dmitri Paplanovich (Science Magazine Article)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	**Unit 7 Reading Informational Text: Craft and Structure** **Determining Word Meanings:** "The People of the Longhouse" (Historical Text)— pp. 150–155 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: "Helping the Union?" (Cause/Effect Essay)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**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

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Reading Standards for Informational Text

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**Unit 7 Reading Informational Text: Craft and Structure** **Comparing and Contrasting Events and Topics:** "Ben Franklin's Whistle" (Memoir/Biography)/"The Whistle" excerpts from *The Story of Benjamin Franklin* by James Baldwin—pp. 162–167 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: "Helping the Union?" (Cause/Effect Essay)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online

Integration of Knowledge and Ideas

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**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
8. Explain how an author uses reasons and evidence to support particular points in a text.	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Analyzing Reasons and Evidence:** "Becoming Invisible: Fantasy or Fact?" (Technical Text)—pp. 238–243 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254 Unit 11 Review—pp. 257–258 Performance Task—Online
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Integrating Information from Texts:** "Let's Go Green!" by Vera S. Roshinski, MS in Environmental Science (Blog)/"LED Lights" (Internet Advertisement)—pp. 244–249 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254 Unit 11 Review—pp. 257–258 Performance Task—Online

Range of Reading and Level of Text Complexity

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Unit 3 Reading Informational Text: Key Ideas and Details** **Introducing Unit 3/Home Connect/Essential Question**—pp. 53–55 **Key Ideas and Details:** Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78

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Reading Standards for Informational Text

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
	Providing Text Evidence: "Erosion and Earth's Changing Landscape" (Explanatory Text/Procedural)—pp. 56–61 **Determining the Main Idea and Summarizing:** "Earth's Layers and Plates" (Journal Article)—pp. 62–67 **Explaining Events and Ideas:** "The Power of Tsunamis" (Scientific Text)—pp. 68–73 **Close Reading:** "Volcanoes: Nature's Fire" by Dr. Dmitri Paplanovich (Science Magazine Article)—pp. 74–78 **Connect Across Texts:** Compare and Contrast—p. 79 **Unit 3 Review:** "Sidewalk Surfing" (Explanatory Text)—pp. 81–82
	Unit 7 Reading Informational Text: Craft and Structure **Introducing Unit 7/Home Connect/Essential Question**—pp. 147–149 **Craft and Structure:** Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172 **Determining Word Meanings**: "The People of the Longhouse" (Historical Text)— pp. 150–155 **Describing Text Structures: "A Tale of a City's Tunnels" (Explanatory Text)—pp. 156–161** **Comparing and Contrasting Events and Topics:** "Ben Franklin's Whistle" (Memoir/Biography)/"The Whistle" excerpts from *The Story of Benjamin Franklin* by James Baldwin—pp. 162–167 **Close Reading**: "Helping the Union?" (Cause/Effect Essay)—pp. 168–172 **Connect Across Texts:** Compare and Contrast Texts—p. 173 **Unit 7 Review:** "How Smallpox Was Defeated" (Explanatory Text)—pp. 175–176
	Unit 11 Reading Informational Text: Integration of Knowledge and Ideas **Introducing Unit 11/Home Connect**—pp. 261–262 **Integration of Knowledge and Ideas:** Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254 **Interpreting Visual Information**: "Satellites Around Earth" (Technical Text)—pp. 232–237 **Analyzing Reasons and Evidence**: "Becoming Invisible: Fantasy or Fact?" (Technical Text)—pp. 238–243 **Integrating Information from Texts**: "Let's Go Green!" by Vera S. Roshinski, MS in Environmental Science (Blog)/"LED Lights" (Internet Advertisement)—pp. 244–249 **Close Reading**: "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254 **Connect Across Texts:** Compare and Contrast Texts—p. 255 **Unit 11 Review:** "Wind: Energy for Today and Tomorrow" (Technical Text)—pp. 257–258

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Reading Standards: Foundational Skills

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**Foundational Skills Handbook: Phonics and Word Recognition** **Base Words**—p. 266 **Prefixes**—p. 267 **Suffixes**—p. 268 **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
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read grade-level text with purpose and understanding.	**Foundational Skills Handbook: Fluency** **Practicing Fluency:** "The Envious Stonecutter" from a Japanese Folk Tale—p. 274
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**Foundational Skills Handbook: Fluency** **Practicing Fluency:** "The Envious Stonecutter" from a Japanese Folk Tale/Reading Checklist (for reading aloud)—p. 274
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**Unit 1 Reading Literature: Key Ideas and Details** **Language:** Context Clues—p. 36

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Writing Standards

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**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
a. 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.	**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
b. Provide reasons that are supported by facts and details.	**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
c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).	**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
d. Provide a concluding statement or section related to the opinion presented.	**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
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**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

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Writing Standards

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	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222 **Unit 10 Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228 SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 215–217
	Performance Task 1 **Part 1: Literary Analysis** (write a two-paragraph explanation)—pp. 141–143 **Part 3: Research Simulation** (write two-three paragraphs explaining how people can protect marine ecosystems)—pp. 141, 145–146
	Performance Task 2 **Part 1: Literary Analysis** (write a two-paragraph explanation of how the main character's actions and the story events are related)—pp. 259–261 **Part 3: Research Simulation** (write two or three paragraphs comparing and contrasting point of view and information in each text)—pp. 259, 263–264
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	**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
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**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

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STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Developing the Topic with Details and Relevant Information—pp. 219, 222
c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).	**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:** Using Domain-Specific Vocabulary (geology, minerals, environment, spacecraft, atmosphere)—pp. 218–220
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Using Precise Language—pp. 87, 89
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Read a Student Model/Outline an Evidence-Based Essay:** Using Precise, Domain-Specific Vocabulary (stanza, imposters)—p. 131
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Using Domain-Specific Vocabulary (city-states, democracies, mythology, contributions, civilization)—pp. 218–220
e. Provide a concluding statement or section related to the information or explanation presented.	**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

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Writing Standards

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Unit 2 Text Types and Purposes: Write Fictional Narratives** **Read a Student Model/Write a Fictional Narrative:** Analyze a student model/organize and draft a fictional narrative—pp. 42–45 **Unit 2 Review:** Assignment: Write the final draft of the fictional narrative started on p. 45—p. 52 SEE ALSO Introducing Unit 2/Home Connect/Essential Question—pp. 39–41 **Performance Task 1** **Part 2: Narrative Writing** (write two or three paragraphs describing what might happen next)—pp. 141, 144 **Performance Task 2** **Part 2: Narrative Writing** (write a series of journal entries)—pp. 259, 262
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	**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
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	**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
c. Use a variety of transitional words and phrases to manage the sequence of events.	**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
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	**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
e. Provide a conclusion that follows from the narrated experiences or events.	**Unit 2 Text Types and Purposes: Write Fictional Narratives** **Read a Student Model/Write a Fictional Narrative:** Providing a Conclusion That Brings an End to the Story—pp. 44–45

Production and Distribution of Writing

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**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

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Writing Standards

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 130–133 **Unit 6 Review:** Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140
	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
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)	**Unit 2 Text Types and Purposes: Write Fictional Narratives** **Draft a Fictional Narrative**—p. 45 **Unit 2 Review:** Write the final draft—p. 52
	Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts **Draft an Informative/Explanatory Essay**—p. 89 **Unit 4 Review:** Write the final draft—p. 96
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Draft an Evidence-Based Essay**—p. 133 **Unit 8 Review:** Write the final draft—p. 140
	Unit 8 Text Types and Purposes: Write Opinion Pieces **Draft an Opinion Piece**—p. 183 **Unit 8 Review:** Write the final draft—p. 190
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Draft a Research Report**—p. 222 **Unit 10 Review:** Write the final draft—p. 228
	Writing Handbook **Step 1: Planning**—pp. 276–277 **Step 2: Drafting**—p. 278 **Step 3: Revising**—pp. 279–280 **Step 4: Editing** (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 281–282
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	**Writing Handbook** **Step 1: Planning** (use websites for information)—pp. 276–277 **Step 2: Drafting** (writing on a computer)—p. 278 **Step 3: Revising** (using a computer)—pp. 279–280 **Step 4: Editing** (using a computer)—pp. 281–282 **Step 5: Producing, Publishing, and Presenting** (using a computer)—p. 283

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	See also **Home Connect:** (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10, 40, 84 (Internet blog), 128 (blogs), 178, 192 (Web search), 216 (digital sources), 230 (website)

Research to Build and Present Knowledge

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**Unit 10 Research to Build and Present Knowledge: Write Research Reports** **Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222 **Unit 10 Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228
	Writing Handbook **Step 1: Planning:** Planning (Research Tip)—pp. 276–277
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	**Unit 10 Research to Build and Present Knowledge: Write Research Reports** **Read a Student Model/Use Index Cards/Outline a Research Report:** Gathering and Recalling Relevant Information/Providing a List of Sources/Take Notes—pp. 219–222 **Unit 10 Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228
	Performance Task 1 **Part 3: Research Simulation**—pp. 141, 145–146
	Performance Task 2 **Part 3: Research Simulation**—pp. 259, 263–264
	Writing Handbook **Step 1: Planning** (Research Tip)—pp. 276–277
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. *Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").*	**Unit 1 Reading Literature: Key Ideas and Details** **Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11 **Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34 **Drawing Inferences**: "Into the Grand Canyon" (Adventure Story)—pp. 12–17 **Determining Theme and Summarizing**: "On Board the *Isaac Webb*" (Historical Fiction)—pp. 18–23 **Describing Characters, Settings and Events**: "Straight Up, and Straight Back Down" (Science Fiction)—pp. 24–29 **Close Reading:** "Moving to a New World" (Realistic Fiction)—pp. 30–34 **Connect Across Texts:** Compare and Contrast Texts—p. 35 **Unit 1 Review:** "Race to the Treasure" (Adventure Story)—pp. 37–38

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	Unit 5 Reading Literature: Craft and Structure **Introducing Unit 5/Home Connect/Essential Question**—pp. 97–98 **Craft and Structure: Comprehension Check**—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122 **Distinguishing Literal from Nonliteral Language**: "The Best Friend Possible" (Realistic Fiction)— pp. 100–105 **Understanding Parts of a Drama**: "Singing Your Blues Away" (Drama)—pp. 106–111 **Distinguishing Points of View**: "Forever Friends" (Narrative Poem)— pp. 112–117 **Close Reading**: "James Armistead: Spying for the Revolution" (Journal Entries)—pp. 118–122 **Connect Across Texts:** Compare and Contrast Texts—p. 123 **Unit 5 Review:** "James Armistead: Spying for the Revolution" (Journal Entries)—pp. 118–122
	Unit 9 Reading Literature: Integration of Knowledge and Ideas **Introducing Unit 9/Home Connect/Essential Question**—pp. 191–193 **Integration of Knowledge and Ideas:** Comprehension Check—pp. 195, 197, 199, 201, 203, 205, 209–210 **Making Connections Between Texts**: "Gilgamesh's Quest for Immortality" (Sumerian Epic)— pp. 194–199 **Comparing and Contrasting Themes and Topics**: "A Camping Adventure" (Irish Folk Tale)/"The Fox and the Snail" (Swiss Fable)—pp. 200–205 **Close Reading**: "Treasure in the Desert" (Adventure Story)—pp. 206–210 **Connect Across Texts:** Compare and Contrast Texts—p. 211
	Unit 9 Review: "The Mother and the Wolf" (Aesop's Fable)/"The Hawk and the Squirrel" (Filipino Folk Tale)—pp. 175–176
	Performance Task 1 **Part 1: Literary Analysis**—pp. 141–143 **Part 2: Narrative Writing**—pp. 141, 144
	Performance Task 2 **Part 1: Literary Analysis**—pp. 259–261 **Part 2: Narrative Writing**—pp. 259, 262
b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	**Unit 3 Reading Informational Text: Key Ideas and Details** **Introducing Unit 3/Home Connect/Essential Question**—pp. 53–55 **Key Ideas and Details:** Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78 **Drawing Inferences:** "Understanding Newton's Three Laws of Motion" (Technical Text)—pp. 56–61 **Determining Main Idea and Summarizing:** "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 62–67 **Explaining Relationships Between Ideas:** "Experiments with Motion" (Technical Text/Procedural)—pp. 68–73 **Close Reading:** "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78 **Connect Across Texts:** Compare and Contrast—p. 79

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Standards	Sadlier *Progress English Language Arts*, Grade 4
	Unit 3 Review: "Sidewalk Surfing" (Explanatory Text)—pp. 81–82
	Unit 7 Reading Informational Text: Craft and Structure
	Introducing Unit 7/Home Connect/Essential Question—pp. 147–149
	Craft and Structure: Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172
	Determining Word Meanings: "The People of the Longhouse" (Historical Text)— pp. 150–155
	Describing Text Structures: "A Tale of a City's Tunnels" (Explanatory Text)—pp. 156–161
	Comparing and Contrasting Events and Topics: "Ben Franklin's Whistle" (Memoir/Biography)/"The Whistle" excerpts from *The Story of Benjamin Franklin* by James Baldwin—pp. 162–167
	Close Reading: "Helping the Union?" (Cause/Effect Essay)—pp. 168–172
	Connect Across Texts: Compare and Contrast Texts—p. 173
	Unit 7 Review: "How Smallpox Was Defeated" (Explanatory Text)—pp. 175–176
	Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
	Introducing Unit 11/Home Connect—pp. 261–262
	Integration of Knowledge and Ideas: Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254
	Interpreting Visual Information: "Satellites Around Earth" (Technical Text)—pp. 232–237
	Analyzing Reasons and Evidence: "Becoming Invisible: Fantasy or Fact?" (Technical Text)—pp. 238–243
	Integrating Information from Texts: "Let's Go Green!" by Vera S. Roshinski, MS in Environmental Science (Blog)/"LED Lights" (Internet Advertisement)—pp. 244–249
	Close Reading: "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254
	Connect Across Texts: Compare and Contrast Texts—p. 255
	Unit 11 Review: "Wind: Energy for Today and Tomorrow" (Technical Text)—pp. 257–258
	Performance Task 1
	Part 3: Research Simulation—pp. 141, 145–146
	Performance Task 2
	Part 3: Research Simulation—pp. 259, 263–264

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Writing Standards

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Range of Writing

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Connect Across Texts**: Compare and Contrast Texts (write descriptions, details to complete the diagram or chart)—pp. 35, 79, 123, 173, 211, 255
	Unit 2 Text Types and Purposes: Write Fictional Narratives **Read a Student Model/Write a Fictional Narrative:** Analyze a student model/organize and draft a fictional narrative—pp. 42–45 **Unit 2 Review:** Assignment: Write the final draft of the fictional narrative started on p. 45—p. 52
	Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts **Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89 **Unit 4 Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 130–133 **Unit 6 Review:** Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140
	Unit 8 Text Types and Purposes: Write Opinion Pieces **Read a Student Model/Outline an Opinion Essay:** Analyze a student model/organize and draft an opinion essay—pp. 180–183 **Unit 8 Review:** Assignment: Write the final draft of the opinion essay started on p. 183—p. 190
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222 **Unit 10 Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228
	Writing Handbook **Step 1: Planning**—pp. 276–277 **Step 2: Drafting**—p. 278 **Step 3: Revising**—pp. 279–280 **Step 4: Editing**—pp. 281–282 **Step 5: Producing, Publishing, and Presenting**—p. 283
	Performance Task 1 **Part 1: Literary Analysis** (writing assignment)—pp. 141–143 **Part 2: Narrative Writing** (writing assignment)—pp. 141, 144 **Part 3: Research Simulation** (writing assignment)—pp. 141, 145–146

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Writing Standards

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
	Performance Task 2 **Part 1: Literary Analysis** (writing assignment)—pp. 259–261 **Part 2: Narrative Writing** (writing assignment)—pp. 259, 262 **Part 3: Research Simulation** (writing assignment)—pp. 259, 263–264
	*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Unit Review questions at the end of each unit.

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Speaking and Listening Standards

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	**Connect Across Texts**: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255
	Speaking and Listening: Discuss the Essential Question—pp. 50 (*Did I*: Come to the discussion prepared?), 94, 138, 188, 226
	Writing Handbook **Step 5: Producing, Publishing, and Presenting**: Listening Tips—p. 283
	See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
b. Follow agreed-upon rules for discussions and carry out assigned roles.	**Speaking and Listening:** Discuss the Essential Question—pp. 50 (*Did I*: Follow agreed-upon rules for discussion?), 94, 138, 188, 226
	Writing Handbook **Step 5: Producing, Publishing, and Presenting**: Listening Tips—p. 283
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	**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
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**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
	Writing Handbook **Step 5: Producing, Publishing, and Presenting:** Listening Tips (asking questions)—p. 283
	See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**Summarize**—pp. 9, 10, 18, 19, 20, 34, 53, 54, 62, 63, 64, 65, 67, 78, 82, 96, 182, 218, 219, 221, 245, 258
	Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255
	Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226

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Speaking and Listening Standards

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
	Unit 11 Reading Informational Text: Integration of Knowledge and Ideas **Interpreting Visual Information:** "Satellites Around Earth" (Technical Text)—pp. 232–237 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254 Unit 11 Review—pp. 257–258 Performance Task—Online
	Writing Handbook **Step 5: Producing, Publishing, and Presenting:** Listening Tips—p. 283
	See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
3. Identify the reasons and evidence a speaker provides to support particular points.	**Summarize**—pp. 9, 10, 18, 19, 20, 34, 53, 54, 62, 63, 64, 65, 67, 78, 82, 96, 182, 218, 219, 221, 245, 258
	Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255
	Speaking and Listening: Discuss the Essential Question—pp. 50 (*Did I*: Speak in complete sentences?), 94 (identify reasons and evidence), 138 (evidence to support analysis), 188 (supporting a position)
	Unit 3 Reading Informational Text: Key Ideas and Details **Finding Main Idea and Summarizing:** "Earth's Layers and Plates" (Journal Article)—pp. 62–67 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 53–55 Close Reading: "Volcanoes: Nature's Fire" by Dmitri Paplanovich (Science Magazine Article)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online
	Unit 11 Reading Informational Text: Integration of Knowledge and Ideas **Analyzing Reasons and Evidence:** "Becoming Invisible: Fantasy or Fact?" (Technical Text)—pp. 238–243 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254 Unit 11 Review—pp. 257–258 Performance Task—Online
	Writing Handbook **Step 5:** Producing, Publishing, and Presenting: Listening Tips—p. 283
	See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

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Speaking and Listening Standards

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Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**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
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	**Writing Handbook** **Step 5:** Producing, Publishing, and Presenting: Speaking Tips (using images, text features)/Digital Connection (present writing on the Internet)—p. 283
	See also **Home Connect:** Ways to Help Your Child (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)	**Writing Handbook** Step 5: Producing, Publishing, and Presenting: Speaking Tips (determine how formal or informal you need to be; use language that fits your audience and occasion)—p. 283
	Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255
	Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226
	See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

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Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).	**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
b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.	**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
c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.	**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
d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).	**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
e. Form and use prepositional phrases.	**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
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	**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
g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*	**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

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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use correct capitalization.	**Unit 8 Text Types and Purposes: Write Opinion Pieces** **Language:** Commas—p. 184 SEE ALSO Introducing Unit 8/Home Connect—pp. 177–178 Unit 8 Review—pp. 189–190
b. Use commas and quotation marks to mark direct speech and quotations from a text.	**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
c. Use a comma before a coordinating conjunction in a compound sentence.	**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
d. Spell grade-appropriate words correctly, consulting references as needed.	**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

Knowledge of Language

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose words and phrases to convey ideas precisely.*	**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
b. Choose punctuation for effect.*	**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Language:** Punctuation for Effect—p. 137 SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit 6 Review—p. 139

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c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	**Unit 8 Text Types and Purposes: Write Opinion Pieces** **Language:** Formal and Informal English—p. 184 SEE ALSO Introducing Unit 8/Home Connect—pp. 177–178 Unit 8 Review—p. 189

Vocabulary Acquisition and Use

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.	
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	**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
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).	**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 **Foundational Skills Handbook: Phonics and Word Recognition** **Base Words**—p. 266 **Prefixes**—p. 267 **Suffixes**—p. 268 **Latin and Greek Roots**—p. 269
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**Performance Task 1** **Part 3: Research Simulation** (dictionary entries)—pp. 141, 145–146 **Unit 10 Research to Build and Present Knowledge: Write a Research Report** **Language:** Spelling (look words up in a dictionary)—p. 225 **Performance Task 2** **Part 3: Research Simulation** (dictionary entries)—pp. 259, 263–264 **Writing Handbook** **Step 4 Editing:** Editing Checklist (use a print or online dictionary–p. 281 **Glossary**—pp. 284–287 *See also* **Consult a dictionary**—pp. 150, 152, 153, 227

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STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 4
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.	**Unit 5 Reading Literature: Craft and Structure** **Language**: Figurative Language—p. 124 SEE ALSO Introducing Unit 5/Home Connect—pp. 97–98 Unit 5 Review—pp. 125–126
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	**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
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**Unit 7 Reading Informational Text: Craft and Structure** **Language**: Synonyms and Antonyms—p. 174 SEE ALSO Introducing Unit 7/Home Connect—pp. 147–148 Unit 7 Review—pp. 175–176
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	**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. 304

*This skill is likely to require continued attention in higher grades as it is applied to increasingly sophisticated writing and speaking.